

# Teachers' use of reading strategies in the teaching of reading for meaning in EFAL classrooms in the Intermediate Phase

E.D. Erasmus

 [orcid.org/0000-0001-8604-3412](https://orcid.org/0000-0001-8604-3412)

Thesis accepted for the degree *Magister Educationis* in *Curriculum Studies* at the North-West University

Supervisor: Dr S. Romylos

Co-supervisor: Dr K. Kaiser

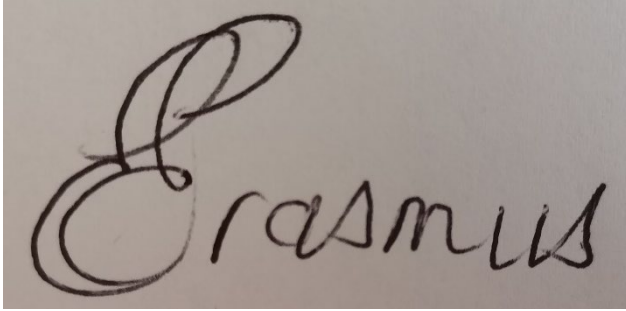
Graduation: May 2022

Student number: 23523166

## DECLARATION

I, Emerenseia Dorothea Erasmus, hereby declare that the work contained in this dissertation is my own intellectual property. The contents of this dissertation whether partially or in its entirety have not been submitted to any university for examination.

Signature:

A photograph of a handwritten signature in black ink on a light-colored surface. The signature is written in a cursive style, starting with a large, stylized 'E' that loops around the first letter of the name 'Erasmus'.

Date: 24 October 2021

## **PREFACE**

Firstly, I would like to thank my Heavenly Father for giving me the needed strength and guidance that I needed to complete my dissertation.

To my mentor, Dr Romylos: I would have never come this far without your guidance and assistance. Thank you for always being there when I needed help, or when I simply needed words of encouragement. Your willingness knew no boundaries and I am extremely grateful to you.

To Dr Kaiser, thank you for your knowledgeable input. Your educational insight was of tremendous value to me during my study.

Finally, I would like to thank my mother and my father for always motivating me to achieve more and for never giving up on me. I would also not have been able to complete my dissertation without my husband. Thank you for always believing in me. Your support means the world to me.

## ABSTRACT

Learning to read is a complex task, as reading as a skill, does not occur naturally, and needs to be taught. Many learners manage to decode quite well, but they do not necessarily read with meaning, which is the ultimate goal. In the light of current reading levels in South Africa, the percentage of learners struggling with reading is disconcertingly high.

Although the objective of reading is comprehension, research demonstrates that there is not sufficient focus on reading strategies to achieve comprehension when reading. Reading for meaning is problematic, especially for EFAL intermediate phase learners in South Africa. This study will aim to determine EFAL teachers' use of reading strategies to develop reading for meaning, when teaching EFAL to intermediate phase learners. Accordingly, the sample size for this study consist of two EFAL intermediate phase teachers.

The theoretical framework for this study is the Simple View of Reading (SVR), as proposed by Gough and Tunmer (1986), entailing the formula of "Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)" (Gough & Tunmer, 1986). This study follows a qualitative research design within an interpretivist research paradigm and data generation was done via document analysis of the CAPS (EFAL, Grades 4-6) and documents pertaining to the teaching of reading to intermediate students at two tertiary institutions, as well as interviews with two EFAL teachers, teaching English in the Intermediate Phase. The results demonstrated that EFAL intermediate phase teachers require on-going training to teach reading strategies effectively. Additionally, this study opened the opportunity to conduct additional studies on the effect of reading strategies in EFAL intermediate phase classrooms in South Africa. The study hopes to contribute to the knowledge field of reading strategies utilised in the Intermediate Phase and ultimately guide teachers with the implementation of effective reading strategies in their classrooms.

**Keywords:** Reading strategies, reading development, English First Additional Language, and Intermediate Phase.

## OPSOMMING

Om te leer lees is 'n komplekse taak, aangesien lees, as 'n vaardigheid, nie natuurlik ontstaan nie en moet geleer word. Baie leerders is in staat om dekodering toe te pas, alhoewel sommige leerders nie noodwendig met begrip lees nie. Om met begrip te lees is die hoofdoel van lees. In die lig van die huidige leesvlakke in Suid-Afrika, is die persentasie leerders wat sukkel met lees, kommerwekkend hoog.

Alhoewel die doel van lees begrip is, toon navorsing aan dat daar nie voldoende gefokus word op leesstrategieë om begrip tydens lees te bereik nie. Om met begrip te lees is problematies, veral vir Engels Eerste Addisionele (EEA) intermediêre fase leerders in Suid-Afrika. Hierdie studie mik om die Engels Eerste Addisionele Taal (EEAT) onderwysers se gebruik van leesstrategieë om lees vir betekenis te ontwikkel te bepaal, tydens die onderrig van EEAT vir intermediêre fase leerders. Tesame hiermee, is die steekproef wat bestaan het uit twee EEAT intermediêre fase onderwysers.

Die teoretiese raamwerk vir hierdie studie is die Eenvoudige Siening van Lees (SVR), soos voorgestel deur Gough en Tunmer (1986), gebaseer op die formule van "Dekodering x Taal Begrip (LC) = Lees Begrip (RC)" (Gough & Tunmer, 1986). Hierdie studie volg 'n kwalitatiewe navorsingsontwerp binne 'n interpretivistiese navorsingsparadigma en data-generering was gedoen word deur middel van dokumentanalise van die KABV (EEAT, Graad 4-6) en dokumente met betrekking tot die onderrig van lees aan intermediêre studente by twee tersiêre instellings, sowel as onderhoude met twee EFAL onderwysers, wat Engels in die Intermediêre Fase onderrig. Die bevindinge demonstreer dat EEAT intermediêre fase onderwysers deurlopende opleiding nodig het om leesstrategieë effektief te onderrig. Addisioneel, maak hierdie studie die geleentheid oop om verdere navorsing te doen gebaseer op die effek van leesstrategieë in die EEAT intermediêre fase klaskamers in Suid-Afrika. Die studie hoop om by te dra tot die kennisveld van leesstrategieë wat in die Intermediêre Fase gebruik word en uiteindelik onderwysers te begelei met die implementering van effektiewe leesstrategieë

**Sleuteltermes:** Leesstrategieë, leesontwikkeling, Engels Eerste Addisionele Taal en Intermediêre Fase.

## LIST OF ABBREVIATIONS

PIRLS	Progress in International Reading Literacy Study
ANA	Annual National Assessment Report
EFAL	English First Additional Language
HL	Home Language
SACE	South African Council for Educators
NEEDU	National Education Evaluation and Development Unit
CAPS	Curriculum and Assessment Policy Statement
SACMEQ	Southern and East African Consortium for Monitoring Educational Quality
NSES	National School Effectiveness Study
SVR	The Simple View of Reading
D	Decoding
LC	Language Comprehension
RC	Reading Comprehension
B.Ed	Bachelor of Education
BA	Bachelor of Arts
PGCE	Postgraduate Certificate in Education
ESL	English Second Language
NSES	National School Effectiveness Study
PISA	Programme for International Student Assessment
L1	First Language
L2	Second Language

Snr & FET	Senior and Further Education and Training
LOTL	Language of Learning and Teaching
NRC	National Reading Coalition
PK	Pedagogical Knowledge
GPK	General Pedagogical Knowledge
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency

# TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>I</b>
<b>PREFACE</b> .....	<b>II</b>
<b>ABSTRACT</b> .....	<b>III</b>
<b>OPSOMMING</b> .....	<b>IV</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>IV</b>
<b>CHAPTER 1 ORIENTATION</b> .....	<b>1</b>
<b>1.1 Introduction</b> .....	<b>1</b>
1.1.1 Clarification of concepts.....	4
<b>1.2 Background and rationale of the problem</b> .....	<b>6</b>
<b>1.3 Problem statement</b> .....	<b>7</b>
<b>1.4 Research questions</b> .....	<b>9</b>
1.4.1 Primary research question .....	9
1.4.2 Sub-research questions.....	9
<b>1.5 Aims and objectives of the study</b> .....	<b>9</b>
1.5.1 General objectives .....	9
1.5.2 Specific aims and objectives .....	9
<b>1.6 Theoretical framework</b> .....	<b>9</b>
<b>1.7 Research design</b> .....	<b>10</b>
<b>1.8 Research methodology</b> .....	<b>10</b>
<b>1.9 Population and sampling</b> .....	<b>12</b>
<b>1.10 Data generation methods</b> .....	<b>12</b>
1.10.1 Document analysis .....	13

1.10.2	Interviews .....	13
<b>1.11</b>	<b>Data collection procedure.....</b>	<b>13</b>
<b>1.12</b>	<b>Validity, reliability and trustworthiness .....</b>	<b>15</b>
<b>1.13</b>	<b>Positioning myself.....</b>	<b>15</b>
<b>1.14</b>	<b>Summary .....</b>	<b>16</b>
<b>CHAPTER 2 LITERATURE REVIEW.....</b>		<b>17</b>
<b>2.1</b>	<b>Introduction .....</b>	<b>17</b>
<b>2.2</b>	<b>The complexity of reading .....</b>	<b>17</b>
<b>2.3</b>	<b>Reasons for low reading levels in south africa .....</b>	<b>19</b>
<b>2.4</b>	<b>The role of teacher training to teach reading .....</b>	<b>21</b>
2.4.1	Effective teacher training .....	21
2.4.2	Pre-service training to teach reading .....	22
<b>2.5</b>	<b>Effective reading strategies .....</b>	<b>23</b>
2.5.1	Activating learners' background knowledge .....	23
2.5.2	Making inferences .....	25
2.5.3	Monitoring and clarifying information .....	26
2.5.4	Asking questions .....	26
2.5.5	Searching for and selecting information.....	27
2.5.6	Summarising information .....	27
2.5.7	Visualising and organising information.....	28
<b>2.6</b>	<b>The three reading phases .....</b>	<b>29</b>
2.6.1	Pre-reading phase .....	29

2.6.2	During-reading phase .....	30
2.6.3	Post-reading phase .....	31
<b>2.7</b>	<b>The simple view of reading .....</b>	<b>32</b>
2.7.1	Decoding and linguistic interpretation .....	33
2.7.2	The impact of decoding and fluency .....	34
2.7.3	The impact of fluency on comprehension.....	35
<b>2.8</b>	<b>Summary .....</b>	<b>36</b>
 <b>CHAPTER 3 RESEARCH METHODOLOGY .....</b>		<b>37</b>
3.1	Introduction .....	37
3.2	Research methodology .....	37
3.3	Research design.....	36
3.4	Philosophical orientation.....	38
3.5	Sampling strategy .....	39
3.6	Methods of data collection.....	40
3.7	Methods of data analysis .....	43
3.8	Trustworthiness.....	44
3.9	Ethical considerations .....	45
3.10	Summary .....	46
 <b>CHAPTER 4 DATA ANALYSIS .....</b>		<b>47</b>
4.1	Introduction .....	47
4.2	EFAL CAPS for Grades 4-6.....	48
4.3	General aims in the CAPS.....	51

<b>4.4</b>	<b>Reading in the CAPS .....</b>	<b>53</b>
<b>4.5</b>	<b>The reading process as a strategy in the EFAL CAPS.....</b>	<b>56</b>
<b>4.6</b>	<b>Evidence of McEwan’s Seven Reading Strategies in the EFAL CAPS for Grades 4-6 .....</b>	<b>60</b>
<b>4.7</b>	<b>Summary of the EFAL CAPS for Grades 4-6.....</b>	<b>65</b>
<b>4.8</b>	<b>An introduction to pre-service teacher training and the teaching of reading .....</b>	<b>66</b>
<b>4.9</b>	<b>The teaching of reading: Tertiary Institution A.....</b>	<b>67</b>
4.9.1	1 <sup>st</sup> Year EFAL methodology study guide of Tertiary Institution A.....	66
4.9.2	2 <sup>nd</sup> Year EFAL methodology study guide of Tertiary Institution A.....	68
4.9.3	3 <sup>rd</sup> Year EFAL methodology study guide of Tertiary Institution A .....	70
4.9.4	4 <sup>th</sup> Year EFAL methodology study guide of Tertiary Institution A.....	71
4.9.5	1 <sup>st</sup> Year English Major Subject.....	72
4.9.6	2 <sup>nd</sup> Year English Major Subject .....	73
4.9.7	3 <sup>rd</sup> Year English Major Subject.....	74
4.9.8	4 <sup>th</sup> Year English Major Subject.....	76
4.9.9	Summary of the teaching of reading: Tertiary Institution A.....	78
<b>4.10</b>	<b>Teaching of reading: Tertiary Institution B .....</b>	<b>77</b>
4.10.1	2 <sup>nd</sup> Year 1 <sup>st</sup> semester EFAL subject .....	78
4.10.1.1	2 <sup>nd</sup> Year 1 <sup>st</sup> semester EFAL performance guide .....	80
4.10.2	2 <sup>nd</sup> Year 2 <sup>nd</sup> semester EFAL subject .....	82
4.10.2.1	2 <sup>nd</sup> Year 2 <sup>nd</sup> semester EFAL performance guide .....	84

4.10.2.2	2 <sup>nd</sup> Year 2 <sup>nd</sup> semester EFAL portfolio .....	87
4.10.3	Summary of the teaching of reading by Tertiary Institution B .....	88
<b>4.11</b>	<b>Summary of pre-service teacher training and the teaching of reading: Tertiary Institution A and Tertiary Institution B.....</b>	<b>88</b>
<b>4.12</b>	<b>Introduction: Two semi-structured interviews .....</b>	<b>89</b>
4.12.1	Participant A's awareness of the importance of reading.....	89
4.12.2	Participant B's awareness of the importance of reading.....	90
4.12.3	Summary of Participant A and B's awareness of the importance of reading .....	90
4.12.4	Learner's reading abilities in Participant A's classroom.....	91
4.12.5	Learners' reading abilities in Participant B's classroom.....	92
4.12.6	Summary of Participants A and B's learners' reading abilities.....	94
4.12.7	Participant A's teaching of reading strategies .....	94
4.12.8	Participant B's teaching of reading strategies .....	95
4.12.9	Summary of Participant A and Participant B's teaching of reading strategies ...	97
4.12.10	Participant A's following of the reading process .....	97
4.12.11	Participant B's following of the reading process .....	98
4.12.12	Summary of Participant A and Participant B's following of the reading process.....	99
4.12.13	Participant A's pre-service teacher training on reading .....	99
4.12.14	Participant B's pre-service teacher training on reading .....	100
4.12.15	Summary of Participant A and Participant B's teacher training on reading.....	101
<b>4.13</b>	<b>Conclusion.....</b>	<b>102</b>
<b>CHAPTER 5 RECOMMENDATIONS AND CONCLUSION.....</b>		<b>103</b>

<b>5.1</b>	<b>Introduction .....</b>	<b>103</b>
<b>5.2</b>	<b>Literature review .....</b>	<b>103</b>
5.2.1	Empirical study .....	104
<b>5.3</b>	<b>Discussion of findings .....</b>	<b>105</b>
5.3.1	How are reading strategies implimented during the pre-, during-, and post reading phases? .....	<b>106</b>
5.3.2	To which extent does initial teacher training equip teachers with the necessary knowledge to teach reading for meaning in EFAL intermediate phase classrooms?.....	<b>106</b>
<b>5.4</b>	<b>Limitations .....</b>	<b>107</b>
<b>5.5</b>	<b>Recommendations.....</b>	<b>108</b>
<b>5.6</b>	<b>Final reflections .....</b>	<b>109</b>
	<b>REFERENCES.....</b>	<b>111</b>
	<b>ADDENDA .....</b>	<b>136</b>
	<b>ADDENDUM A.....</b>	<b>136</b>
	<b>ADDENDUM B.....</b>	<b>138</b>
	<b>ADDENDUM C.....</b>	<b>141</b>
	<b>ADDENDUM D.....</b>	<b>143</b>
	<b>ADDENDUM E .....</b>	<b>145</b>
	<b>ADDENDUM F .....</b>	<b>147</b>
	<b>ADDENDUM G .....</b>	<b>149</b>
	<b>ADDENDUM H.....</b>	<b>152</b>
	<b>ADDENDUM I .....</b>	<b>157</b>
	<b>ADDENDUM J .....</b>	<b>161</b>
	<b>ADDENDUM K.....</b>	<b>165</b>

## LIST OF TABLES

Table 3.1: Criteria of participants and schools selected .....	40
Table 4.1: Summary of reading assessment tasks and activities included in the 2 <sup>nd</sup> Year EFAL Methodology Subject (Tertiary Institution A, 2020:5) .....	69
Table 4.2: Semester reading assessment task (Tertiary Institution A, 2020).....	71
Table 4.3: Aspects of reading included in the semester topics (Tertiary Institution A, 2021:12).....	74
Table 4.4: Reading and viewing themes implemented in the 3 <sup>rd</sup> Year English Major Study guide (Tertiary Institution A, 2021: 11).....	75
Table 4.5: How reading is incorporated throughout the 4 <sup>th</sup> Year English Major Subject portfolio assignment from Tertiary Institution A (2021:13).....	76
Table 4.6: The focus on reading throughout the 2 <sup>nd</sup> Year 1 <sup>st</sup> Semester EFAL Subject study units (Tertiary Institution B, 2021:5).....	79
Table 4.7: The focus on reading throughout the 2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester Performance Guide EFAL Subject study units (Tertiary Institution B, 2021:5).....	83
Table 4.8: The focus on reading throughout the 2 <sup>nd</sup> Year 2 <sup>nd</sup> Semester Performance guide (Tertiary Institution B, 2021:5).....	86
Table 4.9: Participant A's view on learners' reading abilities.....	91
Table 4.10: Participant B's view on learners' reading abilities.....	92
Table 4.11: Participant A's usage of McEwan's Seven Reading Strategies (2004).....	94
Table 4.12: Participant B's usage of McEwan's Seven Reading Strategies (2004).....	96
Table 4.13: Participant A's following of the reading process .....	97
Table 4.14: Participant B's following of the reading process .....	98

# LIST OF FIGURES

Figure 2.1: Cummins’s framework of language skills (adapted from Prince, 2017:52) ..... 18

Figure 2.2: The three reading phases (DBE, 2011b) ..... 32

Figure 3.1: Visual presentation of coding..... 41

Figure 4.1: Aims, purpose and principles of the South African curriculum (DBE, 2011b:9-10) ..... 52

Figure 4.2: McEwan’s “Seven strategies of highly effective readers” (2004)..... 60

Figure 4.3: Outcomes to be reached after the completion of 1<sup>st</sup> Year methodology subject (Tertiary Institution A, 2020: 7) ..... 67

Figure 4.4: “Seven roles of a teacher” (DoE, 2000a) ..... 68

Figure 4.5: 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL subject assessment criteria (Tertiary Institution B, 2021:3)..... 78

Figure 4.6: 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance Guide Criteria (Tertiary Institution B, 2021:3)..... 81

Figure 4.7: 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject Assessment Criteria (Tertiary Institution B, 2021:4) ..... 83

Figure 4.8: 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance Criteria (Tertiary Institution B, 2021:4)..... 85

# CHAPTER 1 ORIENTATION

## 1.1 INTRODUCTION

Learning to read is a complex task, as reading does not develop naturally and needs to be taught in a systematic way. This, however, is not the only challenge when learning to read. Along with the complexity of learning to read are the challenges during the instructional process, as well as the cognitive demands when reading. Moreover, the process of reading is a combined action, consisting of an individual's background and textual information, working as one undertaking, with the end goal being able to produce meaning. To elaborate, an individual combines letters in order to form words, whilst understanding these words. Wang (2016:1790) and Vaughn *et al.* (2007:333), support the statement concerning the complexity of reading by stating that reading is a cognitively challenging task requiring attentiveness, awareness, remembering and recalling, which allow the reader to identify or decode words automatically. Additionally, research validates that learners who lack sufficient reading strategies, will be unable to read for meaning (Banda, 2000). Furthermore, during the reading process, the aim of reading is to read for meaning. If a learner is able to read for meaning, the opportunity to build self-image and to understand him/herself better, will develop, along with developing appreciation of a language (Holden, 2004:32). Reading is also used to facilitate learning in educational institutions, including schools and universities. Subsequently, learners who are finding reading challenging, will also demonstrate poor overall performance on an academic level (Pretorius, 2002).

Many learners manage to read quite well, but they do not necessarily read with meaning (Pretorius, 2002). Reading with meaning is the ultimate goal in the reading process. This statement is supported by various researchers and academics, including Chettri and Rout (2013), Holden (2004), Panigrahi and Panda (1996) and Eyre (2005). Even though the importance and value of reading are supported by various researchers and academics, reading proficiency levels in South Africa are problematic. In the light of current reading levels in South Africa, the percentage of learners struggling with reading is extremely high. However, this is a global issue as developing countries are facing similar challenges. With regard to a South African context, the literacy and reading test results which demonstrate the low reading levels of South African learners, are supported by the Progress in International Reading and Literacy Studies (Mullis *et al.*, 2007; Mullis *et al.*, 2012; Mullis *et al.*, 2017)<sup>1</sup> and the Annual National Assessment Report (ANA). When analysing the PIRLS (2006), the results demonstrated that current Grade 4 and 5 EFAL learners are struggling to develop their reading skills successfully, as both grades obtained

---

<sup>1</sup> Any future reference to the PIRLS 2006, 2011 and 2016 results will refer to the reports compiled by these authors.

a total of 250 points or below, in comparison to the international average of 500 points. After this, South African Grade 4 EFAL learners participated in the pre-PIRLS in 2011, which is a less complex test than the standard PIRLS test. The pre-PIRLS (2011) results demonstrated that Grade 4 learners, with English being their additional language, still performed poorly, especially in comparison to other countries. Nationally, Grade 2 and 7 learners participated in the ANA tests in 2011, 2012, 2013 and 2014, demonstrating poor reading performances when reading in English as a first additional language. It is expected of Grade 4 EFAL learners to read fluently and independently when entering the Intermediate Phase (Grades 4 – 6) (DBE, 2011a), however, the reality is that reading performance in South Africa is alarmingly low. During the Foundation Phase (Grades 1 – 3), learners are learning to read, but in the Intermediate Phase learners transition to the process of reading to learn. It is evident that South African learners are struggling to develop reading skills when one considers the results of proficiency tests.

This study aimed to determine EFAL teachers' use of reading strategies to develop reading for meaning when teaching EFAL to intermediate phase learners. In this study, reading strategies refer to the conscious processes apparent during reading with the intention to make meaning from written texts. Moreover, traditional reading strategies are categorised according to three phases in which reading occurs: the pre-reading, during-reading and post-reading phases (Cekiso & Madikiza, 2014; Ghuma, 2011). The current CAPS for English Grade 4 – 6 (DBE, 2011a:10-11) advocates these three phases, along with suggested reading strategies. Accordingly, during the pre-reading phase, it is expected of the EFAL teacher to activate a learner's background knowledge by means of reading the title of the passage, reading sections of a passage, and asking learners to make predictions regarding the passage. This is followed by the during-reading phase, with the teacher pausing occasionally to confirm if learners are comprehending what is read, comparing predictions made in the pre-reading phase, and clarifying the meaning of challenging words. The post-reading phase requires a learner to recall information, asking learners to summarise key ideas and to draw conclusions. It is important to note that although there are clear reading strategies stated in the CAPS for English Grade 4 – 6 (DBE, 2011a), there are no additional in-depth explanations on how to apply these strategies successfully, for both teachers and learners. Furthermore, research demonstrates that teachers currently teaching reading in South Africa, are not sufficiently trained and may lack knowledge on how to teach reading, as supported by Klapwijk (2012), Pretorius and Klapwijk (2016:1), Rule and Land (2017) and Van Staden (2011). To explain this statement, teachers need to be aware of what they teach, accompanied by sufficient methods to teach effectively.

Supporting this statement, is a study conducted by Pretorius *et al.* (2016:1), confirming that teachers are unaware of how to teach reading concepts, how to develop reading and the

methodology that accompanies reading. Additionally, the ANA report (DBE, 2014:10) lists strategies to improve the teaching of reading strategies for teachers. However, the concern is that despite continuous listed strategies provided by the Department of Education, these methods have proven unsuccessful concerning South African learners as the reading levels, when reading for meaning, are still low. Thus, there is a further need to investigate the importance of reading strategies.

Research demonstrates that the use of reading strategies will enable a reader to read for meaning (Baştuğ & Akyol, 2012:394). Furthermore, according to Akyol *et al.* (2017:199) and Stockard (2011:2) the use of appropriate reading strategies will enable a learner to comprehend what is read, and the learner will also become a better reader. Although the objective of reading is comprehension, research demonstrates that there is not sufficient focus on reading strategies to achieve comprehension when reading (Pretorius & Machet, 2004). This statement is supported by Mokhtari and Reichard (2002), as they maintain that effective readers are “more aware of strategy use than less effective readers”. To demonstrate the importance of reading strategies further, Nordin *et al.* (2013) conducted a small-scale research study focusing on the pre-, during- and post-reading phases. During this study, the results demonstrated that learners applying reading strategies in all three reading phases, performed better than those learners who applied strategies in only one or two of the reading phases. Additionally, Zimmerman and Smit (2014) conducted a study in a South African context focusing on Grade 4 EFAL learners. This study validated the importance of effective reading strategies by concluding that learners who performed better in reading, applied a variety of successful reading strategies. Hence, Murriss (2016) believes more attention should be given to the explicit teaching of reading strategies to South African learners. Pretorius and Lephala (2011) also conducted a study with the focus on reading for meaning with Grade 6 EFAL learners. The outcome of this study showcased an improvement when reading for meaning if explicit teaching of reading strategies occurred previously. Similarly, a pilot study conducted by Van Staden (2011) in the Free State Province, with a sample group of 288 learners from Grades 4, 5 and 6, demonstrated that the explicit teaching of reading strategies in the three reading phases led to an improvement when reading for meaning.

In order for this study to determine if and to which extent EFAL teachers employ and teach reading strategies, the importance of initial teacher training needs to be explored. With regard to this study, initial teacher training refers to training and education received by a student teacher before undertaking teaching (Mashau, 2012).

The DHET (2011) states that the main objective of initial teacher training is to ensure that a beginner teacher is specialized in a certain phase or subject. Additionally, the Norms and

Standards for Educators Policy (DBE, 2000b) introduces certain competencies with which teachers must be equipped when entering the teaching profession. Understandably, four of these competencies refer to content knowledge of a certain subject, along with a total of nine competencies referring to “pedagogical knowledge associated with teaching” (DBE, 2000b). To further ensure sufficient initial teacher training, the South African Education system introduced professional councils and policies. These councils and policies are: The Roles of the Educator and Their Associated Competences (DBE, 2000b), the Integrated Quality Management System (DBE, 2000b), SACE Code of Professional Ethics (SACE) (DBE, 2000a), as well as the Basic Competences of a Beginner Teacher (DHET, 2011). During initial teacher training, attention must be given to a “teacher’s verbal fluency, subject matter knowledge, a teacher’s expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress” (Carnoy & Chisholm, 2008). Despite initial teacher training and professional councils and policies, low reading levels of South African learners are still problematic and may be linked to inadequate training. This statement is supported by the NEEDU National Report (2013), as “[P]oor teacher quality and low levels of teacher effort are often cited as major drivers of South Africa’s education crisis” (Armstrong, 2014:44). Additionally, the report of the Southern African Consortium for the Measurement of Educational Quality (SACMEQ), validated poor initial teacher training, as South African learners performed poorly in comparison with partaking countries (Spaull, 2011:43). Furthermore, Gustafsson and Patel (2009:6) conducted a small-scale study validating that there is a definite link between pre-service teacher training and learner performance. Conclusively, it is evident that initial teacher training is vital to develop reading for meaning. The issue of initial teacher training is further explored in Chapter 2 of this dissertation. This study aimed to establish if initial teacher training equips EFAL teachers, teaching intermediate phase learners, to employ reading strategies and to which extent these are employed by the teachers.

### **1.1.1 Clarification of concepts**

- *Reading Strategies*

When applied to this study, reading strategies are based on the “Seven strategies of highly effective readers”, as introduced by McEwan (2004) These reading strategies include: “activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarising and visualising-organising”. Additionally, a process can only be considered a strategy if it is observable or recognisable by a reader (Oxford, 2017). Thus, reading strategies are conscious processes by readers, with the purpose to construct meaning.

- *Reading Development*

In this study, reading development refers to the process when viewing a language (Akyol et al., 2017:201). Reading development in this study refers to when a reader understands what is read, and if word recognition is occurring. Together with the explanation of reading development by Akyol et al. (2017:201), Fesi and Makeleni (2020:229) believe that reading development can only occur with the “support of effective reading strategies”.

- *English First Additional Language*

In this study, English as a First Additional Language (EFAL) is the language used by speakers with different native languages. In South Africa, an additive approach to languages is applied. There are nine official languages and these are offered at different levels, namely first-, second- and third additional language at school (DBE, 2011: 8-9). According to Wright (2010), English as an L2 may be known as “English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL)”. In South Africa, English is predominately used as an additional language (DBE, 2011a; USAID, 2014:8-9), and the term EFAL is applied when referring to a language which is not considered the learner’s Home Language (HL).

- *Curriculum and Assessment Policy Statement (CAPS)*

The National Curriculum and Assessment Policy Statement (CAPS) “is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12” (DBE, 2011a). In this study, the CAPS refers to the EFAL, Grades 4-6 CAPS document.

- *Learner*

A student or pupil is a learner, or someone who attends an educational institution. “In its widest use, the term ‘learner’ is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university, or younger researchers or artists learning from a more experienced (and usually older) colleague and mentor” (Miller, 2002). A learner, for purposes of this study, refers to a child in Grade 4 or 5, aged 10-11.

- *Teacher*

A teacher (also called a schoolteacher) is a person who provides education to learners. Additionally, a teacher takes on numerous roles, which can be formal and ongoing (Patrick et al., 1999). These roles can be carried out in different work environments, including a school or a place of formal education (Patrick et al., 1999). To conclude, a teacher needs to have professional qualifications, including pedagogical knowledge or knowledge regarding the “science of teaching”

(Patrick et al., 1999). The term teacher in this study refers to two EFAL teachers teaching English to Grade 4 and 5 learners, as well as an individual who provides education to learners.

## **1.2 BACKGROUND AND RATIONALE OF THE PROBLEM**

The Manifesto on Value, Education and Democracy (DBE, 2001:30) aims to provide every learner in South Africa with the opportunity to read, write, count and think. Reading levels of South African learners, however, are a serious national issue (Fleisch, 2008; Mabasa & Lumadi, 2016; Phala & Hugo, 2016). Since 1994, the South African government has used various means to improve literacy levels (Naidoo *et al.*, 2014:155). With regard to a South African context, a key investment towards the development of literacy and numeracy skills, is the fact that 15% of governmental expenses is spent on education (Fleisch, 2008; Spaull, 2013). Despite key investments towards the development of literacy, South African learners are still battling to read for meaning. The problem, however, does not stop at reading alone, as the inability to read for meaning has a ripple effect on learners' overall academic performances. To explain, Mabasa and Lumadi (2016:7489) state that EFAL learners are battling to construct proper sentences and these learners cannot spell basic English words, along with the lack of correct pronunciation of straightforward English words. Consequently, the reading abilities of South African EFAL learners require improvement. An increased focus on the implementation of reading strategies may improve the status quo of the poor reading competence of learners (Akyol *et al.*, 2017:199; Baştuğ & Akyol, 2012:394; Stockard, 2011:2).

Various national and international reading assessments, as well as previous research studies, demonstrated the poor reading levels of South African learners (Moloi & Strauss, 2005; Pretorius & Mampuru, 2007). The first, a national reading assessment test which learners wrote was the Annual National Assessments (ANA) (2014), indicated that learners are struggling to punctuate and spell correctly (Mabasa & Lumadi, 2016). Internationally, South African learners participated in the Progress in International Reading Literacy Study (PIRLS) (Mullis *et al.*, 2007; Mullis *et al.*, 2012), assessing the reading comprehension levels of Grade 4 and 5 EFAL learners respectively (Bharuthram, 2012). Furthermore, a recent study conducted by Pretorius and Spaull (2016:1466) in which the PIRLS (2006, 2011) results were analysed, confirmed that Grade 4 and 5 learners in South Africa are struggling with reading comprehension, reading with fluency and basic reading skills. This is also supported by Zimmerman and Smit (2014:1), once again highlighting the results of the 2006 and 2011 PIRLS tests, adding to Pretorius and Spaull's (2016:1466) findings, by stating that there are major concerns regarding the literacy levels of South African primary school learners. Additionally, South African learners also participated in the Southern and East African Consortium for Monitoring Educational Quality (SACMEQ) (Spaull, 2013), assessing literacy levels of EFAL Grade 6 learners in 2000 and 2007, as well as the National School Effectiveness

Study (NSES) (Spaull, 2013), assessing literacy levels of Grade 3 – 5 learners from 2007 to 2009 (Howie *et al.*, 2008).

These results demonstrated the low literacy levels of South African primary school learners, yet again (Howie *et al.*, 2008). Conclusively, when considering the research conducted on reading proficiency of South African learners, it is confirmed that EFAL learners struggle to read for meaning. This was highlighted during President Cyril Ramaphosa's 2019 State of the Nation Address when he stated that South African learners are unable to read for meaning. This study aimed to demonstrate the necessity to use reading strategies in the teaching of reading for meaning in an EFAL classroom of the Intermediate Phase, as well as suggesting a solution to the current educational issue.

### **1.3 PROBLEM STATEMENT**

When viewing the issue of reading in South Africa, it is evident that South African learners are struggling with reading, as indicated in the previous section in the discussion of the national and international test results of South African learners. Internationally, learners in Grades 3 – 5 battle with reading comprehension, especially as texts become more challenging (Wanzek *et al.*, 2010). Subsequently, this study aimed to demonstrate the importance of teaching reading strategies to intermediate phase learners when teaching EFAL. Along with the current ANA (2014) and PIRLS (2006, 2011) test results are numerous research studies conducted on the teaching of reading strategies in South African EFAL classrooms. These research studies validate that the teaching of reading strategies is neglected in South African EFAL classrooms. During a study conducted by Anderson (1991), 28 EFAL learners were asked to complete standardised reading tasks: half of the students received explicit teaching of reading strategies, and the other half, none. The results confirmed that the learners who received teaching of reading strategies outperformed those who did not receive any explicit teaching of reading strategies. Additionally, Mabasa and Lumadi (2016:7491) conducted a research study, with the focus on two EFAL Grade 6 teachers, concluding that the teachers stated that they implemented reading strategies when teaching reading when in fact they did not. For example, both EFAL Grade 6 teachers claimed to apply the repetition strategy during reading, however, the researchers observed that no repetition was applied during reading lessons. To support this argument, Pretorius (2002) states that the current high failure rate of matric learners in South Africa is a result of the insufficient teaching of reading strategies. Adding to Pretorius's (2002) statement, is Van Wyk (2001:126), who also believes that the low reading levels of South African learners can be linked to a lack of teaching reading strategies successfully. Additionally, studies conducted on the effects of teaching reading strategies, demonstrate that teaching reading strategies will lead to an improvement of reading

comprehension. Almutairi (2018:3) also conducted a study with the focus on five public primary schools, with five special education teachers as the participants.

This study demonstrated that effective reading strategies, including organising, questioning, group discussions and story mapping, lead to an improvement of reading for meaning. Additionally, Magnusson *et al.* (2019) conducted a study, focusing on 47 EFAL teachers, teaching reading strategies explicitly. These strategies proved successful, as these EFAL teachers taught reading strategies explicitly to their learners, and provided sufficient opportunities for their learners to practise reading strategies. Additionally, the learners exhibited better comprehension skills. Furthermore, Block and Duffy (2008), confirmed that teaching reading strategies explicitly are most effective when the objective is to read for meaning. To reinforce the argument about the importance of reading strategies to develop reading, is the statement made by Bright and McGregor (1970:52), “Where there is little reading, there will be little language learning”. To conclude, it is evident from previous research and empirical studies that reading levels are extremely low, both nationally and internationally. Thus, reading improvement can occur if more focus is given to the teaching of reading strategies.

As stated before, the importance of reading cannot be underestimated (Chettri & Rout, 2013; Eyre, 2005; Holden, 2004; Panigrahi & Panda, 1996), and reading proficiency of South African learners is problematic (Bharuthram, 2012; Naidoo *et al.*, 2014; Phala & Hugo, 2016; Ramalepe, 2013; Willenberg, 2018), as well as reading levels internationally (Grigg *et al.*, 2003; Wanzek *et al.*, 2010). The issue of insufficient teaching of reading strategies when teaching EFAL to intermediate phase learners, has received attention in previous studies. However, the issue needs additional research to fully explore the importance of teaching reading strategies in order to improve reading for meaning when teaching EFAL to intermediate phase learners. Additionally, the theoretical orientation also supports the identified research problem. Conclusively, current reading levels of South African learners (Bharuthram, 2012; Naidoo *et al.*, 2014; Phala & Hugo, 2016; Ramalepe, 2013; Willenberg, 2018), as well as the connection between low reading levels and reading strategies, serve as further motivation as to why this study should be conducted. I hope that by indicating the importance of teaching reading strategies for meaningful reading, the latter may improve.

From my perspective, as the researcher, as well as an EFAL teacher, I can confidently state that reading in South African classrooms is a problem. This is evident from the Foundation Phase (Grades 1 – 3), throughout, to the Further Education and Training Phase (Grades 10 – 12). I have lived experience of reading problems in my Grade 6 classroom, which include the Intermediate Phase (Grades 4 – 6). Hence, the need to research this issue further, as well as to suggest a solution to the current reading problem in South Africa.

## **1.4 RESEARCH QUESTIONS**

### **1.4.1 Primary research question**

- *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?*

### **1.4.2 Sub-research questions**

- *How are reading strategies implemented during the pre-, during-, and post reading phases?*
- To which extent does pre-service teacher training from tertiary institutions equip teachers to teach reading for meaning in EFAL intermediate phase classrooms?

## **1.5 AIMS AND OBJECTIVES OF THE STUDY**

### **1.5.1 General objectives**

- The general aims of this study are to elaborate on and explore teachers' use of reading strategies when teaching reading for meaning, specifically when teaching EFAL in the Intermediate Phase, as well as suggesting answers to the proposed main-research question: *What reading strategies are applied by teachers in EFAL intermediate phase classrooms?*

### **1.5.2 Specific aims and objectives**

- To explore how reading strategies are implemented during the pre-, during-, and post reading phases.
- To discuss which methods are recommended by teachers for the teaching of reading for meaning in EFAL intermediate phase classrooms.
- To analyse the current CAPS document for EFAL Grade 4 – 6 to gain insight to what reading strategies, methods and techniques are recommended for teaching reading.
- To conduct interviews and discuss how these reading strategies are implemented in EFAL classrooms in the Intermediate Phase.
- To explore the extent to which two tertiary institutions equip teachers to teach reading for meaning in EFAL intermediate phase classrooms?

## **1.6 THEORETICAL FRAMEWORK**

According to Creswell (2014) and Maree (2016b), research needs to be “framed within a research paradigm”. Thus, a theoretical framework describes the path in which research is embedded.

Furthermore, Adom *et al.* (2018:438) state that the purpose of a theoretical framework is to assist researchers to develop adequate meaning and to assure the acceptability of research. Additionally, a theoretical framework acts as the basis of a study, which is formed by means of an existing theory, reflecting the hypothesis of the research study. When applying Creswell (2014), Maree (2016) and the statements of Adom *et al.* (2018:438) to this research study, the researcher is guided to select an appropriate theoretical framework forming the basis of this study is the Simple View of Reading (SVR). The SVR was familiarised by Gough and Tunmer (1986), with the focus on the formula of “Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)” (Gough & Tunmer, 1986). This formula entails that a learner’s reading comprehension can be determined if there is familiarity with a learner’s “decoding (D) and language comprehension (LC)” (Catts, 2018:3). Thus, reading for meaning is a direct product of “decoding and language comprehension” (Catts, 2018:3). Additionally, the SVR can assist in early identification of problems when reading for meaning. Conclusively, the SVR asserts that reading for meaning is the result of sufficient word recognition, along with listening comprehension (Adlof *et al.*, 2006; Gough & Tunmer, 1986).

The SVR assisted me in answering the main research question: *What reading strategies are employed by teachers in EFAL intermediate phase classrooms?* Next, when applying the formula of the SVR, the SVR assisted me to determine if reading for meaning occurs, especially if there is familiarity with a learner’s “decoding (D) and language comprehension (LC)” (Catts, 2018:3). Finally, the SVR enabled me to make suggestions for current EFAL teachers who are teaching EFAL to intermediate phase learners on how to teach reading strategies, if the objective is reading for meaning.

## **1.7 RESEARCH DESIGN**

According to Astalin (2013:118), a qualitative research design “is a general way of thinking about conducting qualitative research”. Thus, the research design for this study aims to describe the research problem, both implicitly and explicitly, together with establishing a purpose for this study. Furthermore, the research design will give clarity on my role as the researcher, the various stages for conducting research, accompanied with the corresponding methods and data analysis. The research design, as well as the corresponding methods and data analysis were selected in order to attend to the crystallization aspect of the study.

## **1.8 RESEARCH METHODOLOGY**

The term methodology can be defined as the “theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge”

(Pickett, 2000:2074). When applying Pickett's definition to this study, the most suitable methodological approach was a qualitative research methodology. When applying a qualitative research methodology, an answer was given to the main research question: *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?* A qualitative research methodology also suggested answers to the sub-research questions of this study, as stated before. A qualitative research methodology also assisted me to suggest solutions for the identified research problem.

A qualitative research methodology can be defined as the study of something or someone in a natural setting with the focus on making interpretations or to make sense of what is occurring (Denzin & Lincoln, 2005:2; Nieuwenhuis, 2016a:53). Teachers were interviewed in their natural setting, but were not observed. Furthermore, qualitative research involves a variety of empirical resources, including: "case study, personal experience, introspective life story, interview, observational, historical, interactional, and visual texts" (Denzin & Lincoln, 2005:2). Together with Denzin and Lincoln (2005:2), Nieuwenhuis (2016a:53) adds that qualitative research relies on the systematic study of language and words, "rather than on numerical data" and focuses on acquiring meaning when analysing data. During qualitative research, the researcher is viewed as the initial instrument of collecting data, as well as the primary instrument during the data analysis process (Kielborn, 2001:5). To explain Kielborn's (2001:5) statement, the researcher acts as a medium for data collection, with the researcher inferring data during the data analysis process. A case study design was deemed the most appropriate for this study. This method allowed me to explore the data in specific contexts, in a small geographical area with a limited number of participants. Additionally, a case study design was also guided by the theoretical framework of this study.

According to Zainal (2007), a case study allows for the opportunity to explore and understand complex issues better. To add, a case study is a vigorous research method, specifically when a holistic study is considered necessary (Zainal, 2007). Sevinç and Arif (2006) support Zainal's (2007) statements by explaining that when researching issues regarding education, a case study method is more prominent. During a case study, the researcher is able to examine data within an identified context (Zainal, 2007), accompanied by a limited number of individuals acting as the subjects of a research study (Zainal, 2007). Therefore, case studies in essence, aim to "explore and investigate" a modern "real-life phenomenon" (Zainal, 2007:5). To be able to read, and especially, the inability to read successfully, is a real-life phenomenon.

Consequently, this study was based on verbal data collected, and not numerical data. To further support the suitability of a qualitative research methodology and a case study design, research was conducted in a natural manner, where interaction occurred naturally without any form of interaction being forced. I was viewed as the initial source during the data collection and data

analysis process. Next, I worked closely with the participants to construct meaning of the research problem: *Current low reading levels of EFAL learners, in the Intermediate Phase, may be linked to a lack of teaching reading strategies*. Accordingly, all research gathered by me was based on individual experiences of the participants. Data gathered during research stemmed from 2 semi-structured interviews of 30 – 40 minutes each, document analysis of the EFAL CAPS for Grades 4-6, and analysis of study material of two tertiary institutions.

To conclude, a qualitative research methodology gave me a clear idea as to what reading strategies are taught by EFAL intermediate phase teachers, and how successful these strategies are, what the CAPS document for EFAL, Grades 4-6, states in terms of reading, and how two tertiary institutions prepare pre-service teachers to teach reading.

### **1.9 POPULATION AND SAMPLING**

Nieuwenhuis (2007:79) explains sampling as “the process used to select a portion of the population for study”. Additionally, population refers to a group of individuals where a sample is gathered for a specific research study (Maree & Pietersen, 2016). Moreover, the criteria for a population is a common feature evident, as seen with a group of individuals. Non-probability sampling was suitable for this study, as “sampling does not randomly select participants, consequently having the limitation of not being able to generalise” (Maree & Pietersen, 2016:328). Maree and Pietersen (2016) suggest that non-probability sampling is appropriate if research must be obtained in a limited time span and if there is a lack of funds, including if it is challenging to find adequate participants. In accordance with non-probability sampling was the selection of a purposive sampling method suitable to this study. During Chapter 3, I elaborate on population and sampling.

### **1.10 DATA GENERATION METHODS**

Data can be defined as small elements of information, whilst using the information to draw conclusions on certain topics (OECD, 2006:119). Data are also valuable for qualitative variables, regarding an object (Australian Bureau of Statistics, 2021). Additionally, data collected during qualitative research can be represented either verbally or narratively (Head Start ECLKC, 2021). Moreover, data collection procedures for this study were also guided by the theoretical framework applicable. As such, the data collection procedures were guided by a qualitative methodology, as well as a case study method. Thus, in this research study, data were recorded or collected information, which were assessed in order to make an informed decision concerning a specific matter. Data collection during qualitative research can be generated through various forms, including: focus group discussions, structured or semi-structured interviews, different

questionnaire forms, observations, types of tests, as well as other less formal conditions (Head Start ECLKC, 2021).

In this research study, I aimed to generate data in two different ways. Firstly, 2 semi-structured interviews were conducted, with two EFAL teachers, teaching to Grade 4 and 5 learners respectively. Secondly, a document analysis was conducted, where the current CAPS document for EFAL, Grades 4 – 6 (DBE, 2011a), as well as documentation from two tertiary institutions providing pre-service teacher training programmes, were analysed.

### **1.10.1 Document analysis**

According to Bowen (2009:30), document analysis “is a systematic procedure for reviewing or evaluating documents - both printed and electronic material”. To add, “document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge” (Corbin & Strauss, 2008:53).

The documents that were analysed in this study are the current Curriculum and Assessment Policy Statement (CAPS) for EFAL, Grades 4 – 6 (2011), as well as documentation from two tertiary institutions providing pre-service teacher training programmes. This analysis enabled me to determine the official stance with regard to the teaching of reading strategies, as well as how these teaching strategies are integrated in an EFAL lesson.

### **1.10.2 Interviews**

According to Kvale (1996), during a qualitative research study, the interview attempts to describe and add meaning to universal themes “in the life world of the subjects”. Kvale (1996) elaborates by stating that the main focus during an interview is to gain understanding of what is said by the interviewees. Interviews are a convenient method with which to gather rich data as interviews are extremely beneficial to get insight into a participant’s knowledge (McNamara, 2006). During the interview process, the interviewer can follow-up on relevant information regarding the topic (McNamara, 2006).

To add, interviews are a useful tool, in order to follow up on certain findings and to further investigate responses (McNamara, 2006). An interview is also more personal than a questionnaire, as the interviewer works directly with the participant/s (Kvale, 1996; McNamara, 2006). To conclude, an interview enables the researcher to probe certain questions (McNamara, 2006).

When applying the above to this specific study the interview questions were aligned according to the research problem, as identified previously. Responses from interviewees enabled me to

comprehend which reading strategies are employed by current EFAL teachers teaching Grade 4 and 5 learners in the Intermediate Phase. Additionally, the responses from the interviewees assisted me to determine how successful the employed methods are in a real-life context, the EFAL Grade 4 or 5 classroom. I also based interview questions on findings noted during previous research conducted on similar research issues. There were 2 interviews: one per teacher, which lasted for approximately 25 – 30 minutes each. The reason for this was to understand how teaching strategies are taught, how successful these implemented reading strategies are, and to gather rich and insightful data. Lastly, an interview allowed me to build a closer relationship with participants, as a relationship is conducive to the participant trusting the researcher and sharing meaningful experiences.

### **1.11 DATA COLLECTION PROCEDURE**

Data-collection procedures “allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur” (Gobena *et al.*, 2004). Gobena *et al.* (2004) further explain that during data collection procedures, data must be collected systematically. If data is collected “haphazardly, it will be difficult to answer our research questions in a conclusive way” (Gobena *et al.*, 2004). The data collection procedures below assisted me to suggest an answer to the research question: *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?*

The first data collection procedure entailed conducting interviews with 2 EFAL, Grade 4 and 5 teachers respectively. To explain, the interview questions were aligned with the research questions and the research problem. This was followed by transcribing the interviews, which assisted me in further establishing how reading strategies are taught, how successful these implemented reading strategies are, and to assure that rich and insightful data were gathered. This allowed me to make inferences regarding reading strategies. Additionally, I gained better insight into the current issue of teaching reading for meaning when teaching EFAL to the Intermediate Phase. The next data collection procedure entailed document reviews. During this data procedure, the current Curriculum and Assessment Policy Statement (CAPS) for EFAL, Grades 4 – 6 (2011) was analysed. Hereafter, I analysed documentation from two tertiary institutions providing pre-service teacher training programmes. The data analysis method was content analysis.

Sandelowski (2011:234) defines data analysis as a “process involving the collecting of raw data, analysing this raw data, and interpreting the data”. Supporting Sandelowski’s (2011:234) statement, Nieuwenhuis (2007:99) elaborates on qualitative data analysis by saying that data is normally based on “an interpretive philosophy”, which is aimed at examining the meaningful and

significant “content of qualitative data”. Along with this, the data analysis methods are also guided by the theoretical framework of the study. Subsequently, exploratory data analysis was suitable for this study as the goal of exploratory philosophy “is to interpret data effectively” (Nieuwenhuis, 2016b:104). During data analysis the data must be organised coherently so that all data demonstrate a similar format (Denscombe, 2010:286). Additionally, for reference purposes, material of raw data must be identified by using unique codes (Denscombe, 2010:286). When analysing data, certain steps must be taken. These steps include: firstly, during the immersion process, data must be examined to get “an overall feel of the data” (Wellington, 2000:135). Next, the researcher must reflect on the data (Wellington, 2000:135). This is followed by analysing the data where data are filtered according to data that will be used (Wellington, 2000:135). Thereafter, coding will be applied; specifically, open coding. To explain, open coding “involves the break down, examining, comparing, conceptualising and categorising of data in order to identify, analyse, question and explore categories of data” (O'Donoghue, 2007:91). Consequently, data are grouped in different classifications to assist the identification of patterns, as well as to create new “knowledge constructs” (Wellington, 2000:136). Lastly, the researcher must “relate and locate data from other people’s research” (Wellington, 2000:136). The data analysing process is explained in detail in Chapter 3 of this study.

### **1.12 VALIDITY, RELIABILITY AND TRUSTWORTHINESS**

During qualitative research, the researcher must ensure credibility, transferability, confirmability and dependability. The significance of trustworthiness in research is specified by Guba (1981), with the identification of four concerns to be addressed by the researcher, regardless of the chosen research paradigm. In short, these include: establishing confidence in research findings, applicability of these findings with respondents, consistency of research findings and neutrality concerns of the researcher and the participants. The following four elements suggested by Lincoln and Guba (1982), Bitsch (2005:85) and Baxter & Eyles (1997) were used in this study to ensure trustworthiness: credibility, transferability, dependability and confirmability. These and how they were applied to this study are discussed more in detail in Chapter 3.

### **1.13 POSITIONING MYSELF**

I am a full-time EFAL educator teaching Grade 6 learners and I am interested in the field of L2 development. I believe, as human beings, we still have so much to learn, especially on how an L2 is acquired and successfully developed. What triggered my interest in this specific research topic was my own experience when teaching reading to EFAL learners in the Intermediate Phase, as well as discussions which I had with other teachers, in terms of reading. These teachers expressed their thoughts on reading development, and experience similar reading issues in their

classrooms. I would like to suggest solutions to the current reading problems in the South African context. In this regard, I hope to gather insightful, rich data, which may assist me, as well as other EFAL teachers and other subject teachers to develop reading successfully.

#### **1.14 SUMMARY**

In this chapter, an orientation for the study was given. This included elaborating on the research problem, followed by the research questions. Thereafter, I stated the general and specific aims of the study. Then, the theoretical framework, based on the SVR was explained, followed by clarifying a qualitative research design. Next, I detailed an interpretivist research paradigm. This was followed by stating the population and sampling, as well as the data generation methods, which were based on document analysis and semi-structured interviews. After this, I explained the data collection procedure, as well as content analysis. Additionally, there was also an explanation based on validity, reliability and trustworthiness, which are discussed in Chapter 3. The next chapter focuses on a literature review.

## **CHAPTER 2 LITERATURE REVIEW**

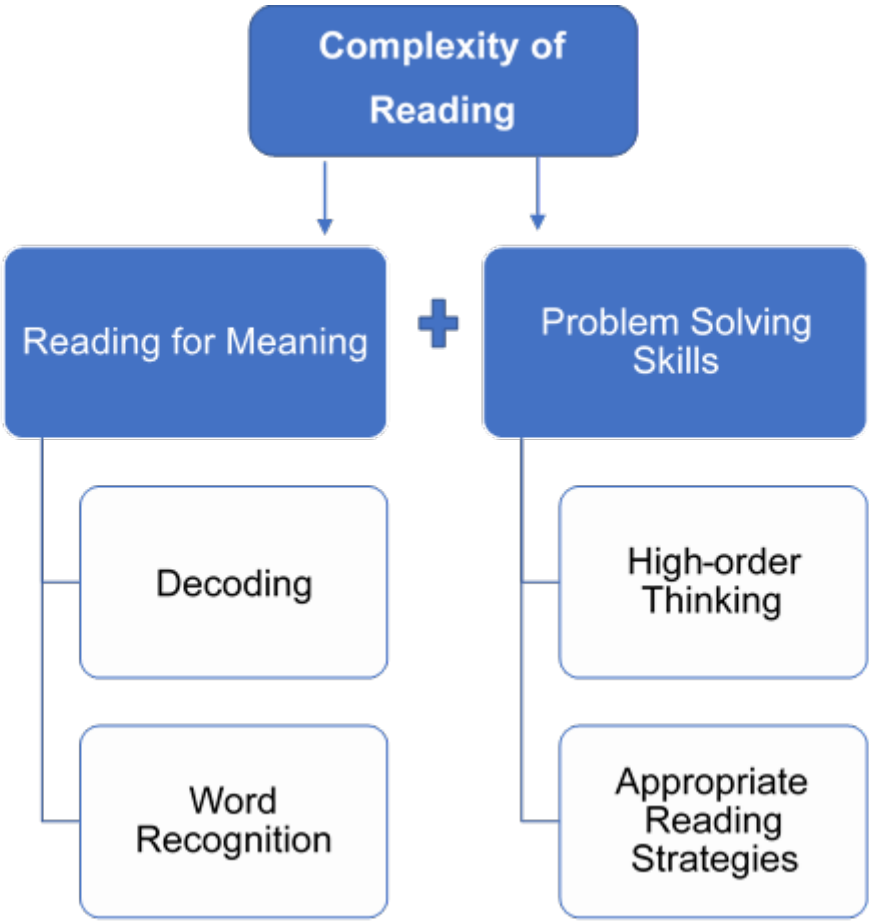
### **2.1 INTRODUCTION**

The main function of a literature review is to educate the reader, as well as the researcher. To elaborate, Arshed and Dansen (2015:32) state that the literature review of a research study is vital, as it provides crucial information concerning the background of the research study along with justification for conducting the suggested research study. In essence, the researcher extracts and summarises significant statements, findings, and issues, based on the focus of the research study, as evident during a critical review of previous literature (Nunan, 2003). This chapter describes a traditional literature review, as identified by Arshed and Dansen (2015:32). This literature review provides an extensive summary concerning previous literature conducted on the topic of teachers' use of reading strategies when teaching reading for meaning to EFAL learners in the Intermediate Phase. I commence this chapter by discussing the complexity of reading, as this provides a context for the research problem identified. This is followed by an exploration of the reasons why reading levels in South Africa are problematic. Next, current challenges with pre-service teacher training to teach reading are explored. Additionally, effective reading strategies are discussed, as supported by research. To conclude, the simple view of reading (SVR) is expounded as the SVR has proved to be successful when teaching reading.

### **2.2 THE COMPLEXITY OF READING**

As stated, the focus of this research study is on reading and specifically reading for meaning by EFAL learners in the Intermediate Phase. This section elaborates on the complexity of reading. Learning is viewed as a basic human right according to the Declaration of Human Rights by the United Nations General Assembly (1948), as well as the World Economic Forum (2000). Hence, reading is viewed as an essential skill and the central point to the learning process. The term *reading* holds various meaning along with numerous misconceptions. In simple terms, reading is recognising letters, along with words, whilst making meaning of these letters and words. However, when analysing previous studies, it is evident that reading is much more complex than simply recognising letters and words and creating meaning of these letters and words. Reading is viewed by most academics, as a "cognitive, affective and social activity" (Bus, 2001; Grabe & Stoller, 2002; Guthrie & Wigfield, 2000; Verhoeven & Snow, 2001 as cited by Boakye, 2015). According to Ezc (2000), word recognition and decoding alone are not adequate for successful reading. Linake (2015) adds to Ezc's (2006) statement, asserting that a successful reader should be able to comprehend written letters and words, while making meaning from written texts. Along with being able to read for meaning, Joubert *et al.* (2015:101) add by stating that reading is also an

activity involving problem solving skills. Klapwijk (2015:1) also identifies a key aspect when reading for meaning by pointing out that reading for meaning depends largely on a learner's reading abilities which were developed in the Foundation Phase. The act of reading also entails multiple processes. According to Anderson *et al.* (1985), one of the major processes involved during the act of reading, is to decode letters and words by applying appropriate linguistic knowledge, as well as analysing discourse aspects and structures. With the statement of Anderson *et al.* (1985) in mind, one can argue that comprehending written texts and words requires higher-order thinking, along with the application of appropriate reading strategies. As such, sufficient reading development has received major attention as being the primary goal of education systems. According to Pretorius (2002), reading ability will not automatically lead to academic achievements, but a lack thereof will lead to creating a barrier for academic achievements. Consequently, it is evident that reading is recognised as a complex activity, and learners should be provided with ample support in accomplishing this skill. See a visual presentation of the explanation of the complexity of reading in Figure 2.1:



**Figure 2.1: Cummins's framework of language skills (adapted from Prince, 2017:52)**

As seen in Figure 2.1, Cummins's framework of language skills forms the base for the complexity of reading. Reading is a complex task, since it consists of reading for meaning and applying problem solving skills. Additionally, reading for meaning includes decoding and word recognition, whereas, applying problem solving skills are based on higher order thinking and applying appropriate reading strategies (Prince, 2017:52).

### **2.3 REASONS FOR LOW READING LEVELS IN SOUTH AFRICA**

When viewing the literacy and reading test results of the current Progress in International Reading and Literacy Studies (PIRLS, 2006, 2011 & 2016), as well as the Annual National Assessment Report (ANA), it is evident that South African EFAL learners are battling with reading in the Intermediate Phase (Grades 4 – 6) (DBE, 2014; Spaul, 2013). Reasons as to why this is the current reality, are explored. Firstly, low reading performances of current EFAL intermediate phase learners in South Africa can be associated with the current language policy, as determined by the Department of Basic Education (2011). This statement is supported by Spaul (2013), who attributes the reading problems to the language policy. To explain: in South Africa, learners have the option of receiving education in their home language during the Foundation Phase (Grades 1 – 3), with English taken as an L2 (additional language). However, when a learner progresses to the Intermediate Phase (Grades 4 – 6), English becomes the language of instruction in most schools (Spaul, 2013). This implies that a learner now receives education in an L2, and not a home language. This poses challenges, as research suggests that learners can only acquire an L2 successfully if these learners have fully mastered their home language (Meneghetti *et al.*, 2006). This, however, is not the case in South Africa. According to Dikotla (2018), language education which removes mother tongue as the medium of instruction, will facilitate unsuccessful language development. As such, mother tongue instruction should be extended for six years of “formal school for successful literacy attainment” (Dikotla, 2018:1). The current education system in South Africa has unrealistic expectations of learners who transit from “mother tongue instruction to English as the Language of Instruction after as few as three years” (Dikotla, 2018:1). Regarding a South African context, current reading problems are oftentimes “masked” by literacy problems, as identified by (Pretorius & Klapwijk, 2016). To explain, South African learners struggle to read, regardless of their home language. Pretorius and Klapwijk (2016) summarise the current language issue by stating that the majority of learners receives teaching through a language that is not their home language. Naturally, language can be suggested as a factor contributing to poor comprehension, especially in EFAL reading (Pretorius & Klapwijk, 2016). However, according to Howie *et al.* (2008:3), in South Africa “reading problems tend to be masked by language proficiency issues”, and an “associated assumption” is that comprehension challenges are “a product of limited language proficiency”. These reading difficulties are often primarily

misattributed to language proficiency, accompanied by the assumption that language proficiency improvement will lead to resolving reading problems. Language proficiency and reading ability are inextricably linked, however language and reading abilities are not similar Pretorius & Klapwijk, 2016). Pretorius and Mchet (2004:47-48) pointed out over that “poor literacy results cannot be solely attributed to second language instruction as teachers and learners are struggling with literacy in the African Languages, as well as English”.

Furthermore, this is confirmed when viewing the PIRLS (2006 & 2011) results, with learners performing most dismally when completing comprehension tests in their African home language (Howie *et al.*, 2008; Mullis *et al.*, 2012). This finding strengthens the claim of Pretorius and Mchet (2004:47-48), that learners struggle to read, regardless of their home language.

The second reason is related to socio-economic circumstances. The DBE’s Annual Report 2019/2020 (2020) states that Grade 8 learners living in rural areas, are on average 14 years old. Yet, when assessing their ESL reading levels, these Grade 8 learners are equivalent to learners of 7.6 years old. Bhorat and van der Westhuizen (2012) state that this can be connected to “backlogs and poverty” in certain communities. Additionally, these learners will have limited exposure to learning environments of high quality, as Gove and Cvelich (2011) state that limited exposure to quality education has “disproportionately impacted second-language learners and rural students in terms of reading performance”. There is a lack of reading materials in impoverished homes, parents are often illiterate and do not read themselves, and learners are expected to help with household chores and looking after siblings. This results in learners not prioritising reading in any form, as argued by McBride (2019).

A third reason impacting reading proficiency may be linked to instruction time. When analysing the current CAPS document for Grades 4 – 6, EFAL (DBE, 2011b), the allocated time suggested for reading development, is not adequate. To elaborate, it is stated in the CAPS document for Grades 4 – 6, EFAL (DBE, 2011b:13) that the time allocated for “Reading and Viewing” per two-week cycle is 5 hours for Grade 4 learners, 5 hours for Grade 5 learners, and 4 hours for Grade 6 learners. One must keep in mind, this is for both the skills of reading and viewing, and not for reading exclusively. Moreover, the time allocations in the CAPS for Grades 4 – 6, EFAL (DBE, 2011b), do not include any additional time allocations for the teaching of effective reading strategies.

Additional reasons for low reading levels in South Africa also include the following: a lack of emphasis on reading in school environments; the number of learners in classes; the reading methods used when teaching reading; the relationship between parents and teachers; learner attendance at schools; the development of a reading culture at home, as well as current academic

levels of learners when entering a grade (Mophosho *et al.*, 2019:62). Together with this, Mullis *et al.* (2007) and Howie *et al.* (2008), believe previous reading exposure also plays a key role in ongoing development of reading.

Finally, a major reason for low reading levels in South Africa is training received by service teachers during pre-service teacher education, to teach reading effectively, as identified by Nel and Müller (2010). The impact of teacher training on teaching reading is significant to the development of learners' reading levels (Pretorius, 2002). This aspect is explained in the next section.

## **2.4 THE ROLE OF TEACHER TRAINING TO TEACH READING**

As stated previously, a major reason for low reading levels in South Africa is a lack of training received by pre-service teachers to teach reading effectively. This statement is supported by researchers throughout. Pretorius and Klapwijk (2016) found that pre-service teacher training is a major challenge in South Africa, especially sufficient training to teach reading. Klapwijk and Van der Walt (2012) maintain that pre-service teacher training requires change, in order for further reading development in South Africa. This change entails more focused training provided to teachers, in order to teach reading to EFAL learners. As such, the importance of sufficient teacher training is discussed next. This is followed by an in-depth analysis regarding teacher training to teach reading in particular, especially to EFAL learners.

### **2.4.1 Effective teacher training**

Sufficient teacher training is both a problem and a solution for the development of quality education. Providing teachers with sufficient pre-service teacher training may prove beneficial to education development in South Africa. However, without sufficient pre-service teacher training, education development will deteriorate. This statement is supported by Getachew (2015), who reported on pre-service teacher training and said that education development can be linked to sufficient teacher training. A main reason for this, as identified by researchers, is insufficient pedagogical knowledge (Akyeampong *et al.*, 2006; Andrews, 2003), along with a lack of satisfactory teacher competency (Cohen *et al.*, 2007). It is argued that some teachers lack subject related knowledge and are unable to meet the demands of subject related challenges. With regard to teachers teaching reading, the "Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs", as reported by the National Council on Teacher Quality (NCTQ, 2013), suggests that current ESL teachers are not receiving effective training to teach reading. The next section elaborates on pre-service training to teach reading.

## 2.4.2 Pre-service training to teach reading

Pre-service training to teach reading, including the teaching of reading strategies and the teaching of comprehension instruction, is crucial for adequate reading development of learners, especially for EFAL learners in South Africa. Banda (2000) supports this statement by adding that South African teachers' ability to teach the necessary language skills is crucial for their academic development. Moats (2020) states that effective teaching of reading can lead to problem prevention in the South African education system.

With regard to the South African context, Klapwijk and Van der Walt (2012:27) state that research demonstrates the need to equip teachers with the necessary knowledge and skills to teach reading to EFAL learners. The researchers maintain that sufficient reading strategies must be taught explicitly, however, the reality is that the teaching of reading strategies seldom occurs (Klapwijk & Van der Walt, 2011:27). With this in mind, Sailors (2009:647) states that too much attention is given to general professional development of teachers, and not enough attention to "comprehension instruction". As a result, teachers are confused when the need arises to teach reading strategies (Block & Duffy, 2008:28).

Another issue which impacts the development of reading and which can be connected to pre-service training to teach reading, as identified by Stoffelsma and de Jong (2015), is the reading abilities of EFAL teachers, when reading in English. During a study conducted by Stoffelsma and de Jong (2015), 496 first year B.Ed. students were selected for the study, focusing on the reading ability of these first-year B.Ed. students. The B.Ed. first-year students took part in two internationally recognised reading tests, namely, the Pearson Test of English-Academic (PTE-Academic) and the Programme for International Student Assessment (PISA). The test results demonstrated that only 48% of these first-year B.Ed. students was able to score an acceptable level of reading ability. Regarding Stoffelsma and de Jong's (2015) study, one can argue that students still have 3 years to improve their reading abilities before most will graduate. However, one cannot be certain that such skills will be acquired by the time they complete their studies. This is disconcerting as the question arises whether teachers who themselves are not skilled readers, will be able to teach reading skills to learners.

Additionally, sufficient pre-service teacher training to teach reading will be beneficial for both the student teacher and the learner. This statement is supported by a research study conducted by Davenport *et al.* (2019), with the focus on providing pre-service teachers sufficient training to teach reading. During this research study, three student teachers at a Montessori school were participants. These three student teachers received explicit training on the teaching of reading skills, by means of the "reading racetrack" method and were able to transfer these newly acquired

reading skills successfully during the teaching of reading (Davenport *et al.*, 2019:391). The “reading racetrack” method entails 12 steps during the teaching of reading, including the teacher pointing to new words, followed by learners repeating the words, giving praise if correctly pronounced, repeating the process if incorrectly pronounced, and then progressing to reading a passage with these words whilst being timed, followed by checking comprehension. The next section is based on finding solutions for the stated challenges.

In order to find a solution to the above-mentioned challenges, Grabe and Stoller (2002:157) suggest that both EFAL teachers, along with curriculum developers, should focus on the “optimal pursuit of instructional goals in various contexts”, before starting with the actual reading of texts. South African teachers need more support from higher educational institutions, with initial teacher training focusing on more exposure to the teaching of reading strategies, reading programmes, and sufficient reading instructions. This is according to the Joint Education Trust (JET) report on Education Services that concluded that reading pedagogies require more attention during pre-service teacher training (Taylor, 2014). Additionally, universities should teach the reading process, based on decoding, whilst understanding the context of a text (Taylor, 2014). To conclude, the JET Report states that “the cause of poor performance, by and large, lies not with teachers but with the teacher education system that produced them” (Taylor, 2014:6). As such, it is suggested that pre-service teacher training requires attention.

## **2.5 EFFECTIVE READING STRATEGIES**

There is much focus on effective reading strategies in current research, both in English as a home language, and English as a first additional language. Therefore, this section analyses effective reading strategies, as supported by research. Regarding this research study, ‘reading strategies’ refer to selected and controlled actions practised by readers to achieve pre-determined goals (Carrell, 1991). Additionally, reading strategies also reveal the manner in which readers conduct interactions with texts, accompanied by selective reading strategies. Carrell (1991) adds by stating that reading strategies can be conscious or automatic. However, before the use of reading strategies can become automated, these need to be taught and modelled by teachers.

With this in mind, research establishes that there is a need for the teaching of cognitive strategies, as this will enable learners to monitor and improve their reading (Anstey & Bull, 2004:152). The term, cognitive strategies, refers to an individual’s “awareness and control of thinking processes” (Anstey & Bull, 2004:152). In other words, cognitive strategies refer to ongoing mental processes, applied by readers, to retrieve and build meaning from written texts whilst creating long-term memory structures. Furthermore, Nordin *et al.* (2013:1) state that if learners are simply reading without applying effective reading strategies, these learners are taking part in “mindless reading”.

The goal, therefore, is to mature from an EFAL reader to a highly effective EFAL reader by applying effective cognitive reading strategies. During a study conducted by Pressley and Afflerbach (1995:102), the focus was to gain insights into what processes are occurring while reading by means of “verbal protocols”. These verbal protocols, as gathered by Pressley and Afflerbach (1995:102), confirmed that reading is an on-going process with readers continuously changing the applied strategy to appropriately respond to texts.

In order for learners to apply reading strategies according to the goals of a particular text, McEwan (2004) suggests teaching the “Seven strategies of highly effective readers” to learners. Moreover, Elaine McEwan-Adkins is an expert in the professional development of teachers, specifically in assisting teachers to face current literacy challenges. The strategies include the following: activating background knowledge, making inferences, monitoring and clarifying, asking questions, searching and selecting information, summarising information and visualising information. Below is a short explanation of what each strategy entails.

### **2.5.1 Activating learners’ background knowledge**

According to Keene and Zimmermann (1997), activating a learner’s background knowledge is regarded as one of the most effective methods to improve reading for meaning. The term background knowledge refers to prior knowledge, which is essential to understand a specific situation (The Free Dictionary, 2020). Furthermore, for learners to be able to apply their background knowledge, learners must be taught how to “consciously activate relevant schemas”, which will lead to a better understanding of new texts (Schallert, 1982:315). Schema can be defined as a “data structure for representing the genetic concepts stored in memory” (Rumelhart, 1980:34). Rumelhart (1980:34) elaborates, arguing that schema is a form of structures based on an individual’s general knowledge used in order to understand a text. From the statements above, it is evident that teachers should align the activation of background knowledge with the pre-reading phase activities to ensure that this strategy is successful. This will prove beneficial for learners, as supported by a study conducted by Carrasquillo and Rodríguez (2002:200), with the results of the research study demonstrating that activating a learner’s background knowledge regarding “one’s own culture” will lead to an increase in reading for meaning. Additionally, Neuman *et al.* (2020) conducted a research study involving low- and middle-class learners, whilst using tasks with fictional characters to assist in the activation of learners’ background knowledge. The results validated that activating a learner’s prior knowledge will add to comprehension of a text. To conclude, McEwan (2004) believes that retrieving information from a learner’s long-term memory will assist that learner to read for meaning, which is the ultimate goal of reading.

## 2.5.2 Making inferences

According to Bailey (2019), the term 'inference' refers to making assumptions, based on new information being implied, rather than explicitly stated. The skill to make inferences is regarded as an essential skill to read for meaning. As such, inferences are made daily, both in an oral form and during communication (Bailey, 2019). Davoudi (2005) adds to Bailey's (2019) statement, affirming that the ability to make inferences is a key aspect during reading, along with being a key component when reading fluently.

Additionally, when teaching learners to make inferences, the end goal should be to make inferences automatically. Furthermore, McEwan (2004) states that the inferring process asks of learners to bring spoken information and written texts together, along with extracting relevant information from prior knowledge, as well as building and constructing sufficient meaning. To explain the importance of making inferences, Warnidah and Suwarno (2016) conducted a research study with eleventh graders as participants. Data was generated by means of a reading test, along with a questionnaire similar to a Likert scale. The results demonstrated that learners battle with making inferences, especially regarding the attitude of the author. Although Warnidah and Suwarno's (2016) research study was focusing on reading difficulties of eleventh grade learners, one can argue that this strategy was not developed or not taught in the prior grades. As such, learners' reading comprehension will be affected without the ability to make inferences.

During another study conducted by Bayat and Çetinkaya (2020), the participants included a total of 115 fifth grade and sixth grade learners. During this study, the focus was on the overall effect of inference on reading comprehension. Data was gathered by means of two tools, including an "inference ability test", as well as a reading comprehension (Bayat & Çetinkaya, 2020:5). The "inference ability test" consisted of 13 open-ended questions, whereas the reading comprehension consisted of 28 questions, grouped according to the types of questions (Bayat & Çetinkaya, 2020:5). The results demonstrated that inference making is strongly connected to reading comprehension, as the learners' reading comprehension abilities were labelled as 'medium level'. To conclude, it is evident that learners' ability to make inferences enhances reading comprehension. Thus, Bailey (2019) suggests that teachers should assist learners throughout the process of making inferences, whilst stressing learner awareness during conversations. The ability to make inferences, or in layman terms, reading between the lines, followed by making connections and coming to solutions, is an advanced skill that needs to be honed, modelled and taught by teachers.

### **2.5.3 Monitoring and clarifying information**

According to McEwan (2004), monitoring and clarifying as a skill implies that a reader is actively thinking while reading: thinking about how to read, as well as what is being read. Additionally, monitoring and clarifying occurs during reading and after reading, whilst comprehending what is read. Moreover, the monitoring and clarifying skill enables a reader to identify doubtful parts, followed by taking the required steps to re-establish meaning of these indeterminate parts (Gosling & Edwards, 2003).

Furthermore, the monitoring and clarifying technique builds learner self-confidence, as learners are encouraged by teachers to reflect on personal cognitive processes while reading. To explain this further, Paris and Myers (1981:5) conducted a research study with a sample group of thirty-two ESL fourth grade learners. The aim of this research study was to demonstrate that there is a connection between the ability to monitor and clarify information while reading by means of “spontaneous and directed monitoring”. The results demonstrated that most learners were capable of direct monitoring, however, this was not the case during spontaneous monitoring. Paris and Myers (1981:5) confirmed that “Spontaneous monitoring of incomprehensible information was considerably inferior for poor readers”. The monitoring and clarifying technique is beneficial as it allows learners to focus on reasons why a text may prove challenging, as well as provide learners with the opportunity to ask questions, read challenging terms again, rephrase information, and build visual presentations of texts. In other words, learners gain access to texts by employing this strategy.

### **2.5.4 Asking questions**

Asking questions is a learner centred strategy, enabling learners to answer questions based on the purpose of a text (McEwan, 2004). These questions can be answered by means of engaging in a dialogue with the teacher and with other learners. Palinscar and Brown (1984:340) also differentiate between the various forms of questions, including “self-questioning, question generation, and question answering”. During a study conducted by Wells and Arauz (2006), the focus was on nine teachers applying the question asking method when teaching. Data was generated by means of in-class observations, which were based on teacher initiation to elicit questions, asking follow-up questions and learner contributions and interactions. Wells and Arauz’s (2006:394) research study concluded that learners would participate in the question asking and question answering activity with “greater linguistic complexity” if a teacher can apply the question asking strategy successfully. Additionally, the National Reading Panel (2000) also conducted a research study examining 203 reading comprehension studies based on reading strategies. During this research study, the results demonstrated that asking questions to learners

was the most successful strategy for reading comprehension. It is evident from the above explanations that asking questions as a technique can be applied during all three phases of reading: pre-reading, during-reading and post-reading. Additionally, Palinscar and Brown (1984) suggest asking questions according to Bloom's Taxonomy, especially higher-order questions, as this gives learners the opportunity to explore deeper explanations.

It is clear from McEwan (2004) and Palinscar and Browne's (1984) statements that modelling effective questions and encouraging learners to ask questions throughout will improve reading for meaning, as well as the learning process. To conclude, appropriate questions can enable learners to improve reading development.

### **2.5.5 Searching for and selecting information**

According to Bojovic (2010:2), the skill of searching and selecting information assists a learner to locate specific information based on predetermined themes. Bojovic (2010:2) also adds that selective reading enables a learner to achieve specific reading goals, as this identified end-goal is continuously in a learner's thought processes. As such, the searching and selecting technique can be applied when reading for specific purposes or during general reading. Searching and selecting relevant information will lead to improved reading comprehension, as supported by a research study conducted by Cerdán *et al.* (2011:201). The participants in this research study included 72 primary school learners, with data generated by means of two reading texts and reading comprehension questions based on the reading texts. The results demonstrated that less skilled readers battled with searching and selecting information, whereas skilled readers were able to apply this strategy successfully. Additionally, Rogers and Swan (2004) also conducted a research study, aiming to establish the impact of learners being able to select and search for specific information. The participants included two university students, both searching for answers according to the questions. The questions were based on a passage regarding Mark Twain. During this research study, the participants applied the searching and selecting method by means of searching for keywords relevant to the question. The results confirmed that the students who applied the searching and selecting strategy were able to comprehend the text, as well as to understand the questions better. To conclude, McEwan (2004) adds that during the searching and selecting process, a selection of sources can be viewed.

### **2.5.6 Summarising information**

The term, summarising, can be defined as the process occurring when taking large sections of texts and rephrasing these, whilst including only key points (Jones, 2018). When summarising, a learner focuses on main ideas and significant details supporting these main ideas. Jones (2018)

continues by adding that the summarising technique develops lifelong learners. Thus, learners will be able to apply this technique not only in education, but also throughout their lives. This strategy has proven successful as supported by a research study conducted by Brown (1992). This study focused on both teachers and learners. The research process involved that teachers gradually released responsibility to the learners, who, when confident, were able to summarise information without teacher assistance.

The process was guided by teachers and them providing assistance when required. Additionally, Mills (2008) conducted a research study based on the “60 words tool”, enabling learners to summarise a text in 60 words or fewer. This method is extremely beneficial, as it allows learners to create their own thoughts, combine their ideas and to discuss why they included or excluded information. With these research studies in mind, it is evident that summarising information has proven challenging for learners, especially intermediate phase learners. As such, summarising information as a reading strategy is not as popular as other reading strategies, yet is just as beneficial as other reading strategies, if not more beneficial. Granting, learners find summarising information extremely challenging. Reasons for this can include that summarising must be guided by the teacher, therefore, teachers must have knowledge on how to use summarising effectively (Jones, 2018; Mills, 2008). Together with this, summarising information can be time consuming, as this is a process. Conclusively, summarising allows a learner to collect the gist of what was read to better comprehend the passage, as well as the overall message of the passage.

### **2.5.7 Visualising and organising information**

According to McEwan (2004), the purpose of visualising and organising information is to build a mental image or a realistic organiser with the intent of extracting and reconstructing information, as required. Additionally, Trehearne (2006:159) states that visualising and organising by means of graphic organisers are “visual and spatial ways to organise” information, along with presenting information logically. In order for a learner to apply this technique successfully, a teacher needs to demonstrate how to apply purposive selecting of information whilst incorporating selected information graphically. Trehearne (2006:159) adds that graphic organisers comprising information from texts should be supported by, firstly, activating a learner’s background knowledge, also developing new vocabulary, followed by displaying the connections between different concepts. If a learner is able to apply the visualising and organising strategy successfully, reading for meaning will occur. This statement is supported by a study conducted by Ghazanfari’s (2009), with the participants of the research study including 50 undergraduate EFL students. Data was generated by means of comprehension questions based on three short stories. Additionally, the participants were divided in two groups consisting of 25 students per group. The control group received guidance on visualising and organising information, whereas the other group received

none. The results of Ghazanfari (2009) research study confirmed that the control group was able to recall information based on the passages three weeks after the passage was read. Additionally, Sadoski and Willson (2006) conducted a large-scale research study in the “Pueblo County Schools”, with the participants including Grades 3 – 5 EFAL learners. These learners received explicit instruction on building visual images while reading.

The results demonstrated that learners’ reading comprehension improved when applying visualising and organising strategies. Gambrell and Koskinen (2002) introduced the following visualising and organising strategy process. Firstly, a teacher begins reading a passage, while pausing after descriptive sentences. Thereafter, the teacher shares the picture created visually, by using descriptive words from the passage. The teacher then adds explanations on how this visual image assists in an overall understanding of on-going actions in the passage. Then, the teacher continues with reading and pauses at a descriptive sentence again. Here, the teacher asks the learner to share a visual image of the passage. Additionally, longer portions can be read with a learner eventually being able to complete this entire activity individually. Considering the above, it is evident that visualising and organising information will develop meaningful reading.

It is clear from the above that reading for meaning is a cognitively challenging task involving many processes. The strategies suggested by McEwan may assist in improving reading for meaning. These strategies will, however, only prove successful if learners are able to apply these strategies according to the specific reading phases. As such, Anstey and Bull (2004) also state that these seven reading strategies will only prove successful if a learner comprehends how to apply the seven reading strategies, and when to apply the seven strategies. For additional reading development, a learner should also understand why a selected strategy is used (Anstey & Bull, 2004). With this in mind, a teacher must be able to differentiate between the three reading phases (DBE, 2011a), as shortly explained in the next section.

## **2.6 THE THREE READING PHASES**

As stated previously, the seven reading strategies will only prove successful if used in the appropriate reading phase. The three reading phases include the pre-reading phase, the during-reading phase and the post-reading phase. As such, the three reading phases entail the following:

### **2.6.1 Pre-reading phase**

Chastain (1988) states that pre-reading activities primarily encourage learners to develop a need to want to read a text without being forced into reading a text. Thus, pre-reading activities support learners to adequately prepare to read a text and to build self-confidence when understanding a text. As such, pre-reading activities also enable a learner to organise information by creating a

background context of the text. Ringler and Weber (1984) add that pre-reading activities support the building of knowledge applicable to the content of the text. Moreover, the pre-reading phase is advantageous to learners, as it will improve reading for meaning (Grabe, 1991). With this in mind, pre-reading activities aim to improve a learner's interest about a topic, improve motivation, provide predicting exercises, activate a learner's background knowledge, and sufficiently prepare a learner to comprehend the context of a text (Varaprasad, 1997). Actively taking part in the pre-reading phase will prove beneficial for learners, especially ESL learners, as supported by a research study conducted by (Saricoban, 2002). This research study focused on applying three reading activities during the different phases, however, only the pre-reading phase result will be discussed. The sample group for Saricoban's (2002) research study included 110 primary school students, with the aim being to determine which reading activities are employed in each reading phase. The results confirmed that "the successful learners and the less successful learners do not significantly differ in the use of the strategies at the pre-reading stage". However, Saricoban (2002) states that strategies applied by learners during the pre-reading phase will significantly impact progress in the during reading and post-reading phase, which will impact overall understanding of a text. According to the CAPS documents for EFAL (Grades 4 – 6), the following pre-reading activities are suggested: making predictions by means of the title, discussing pictures or visuals, and previewing a text (DBE, 2011b).

### **2.6.2 During-reading phase**

The during-reading phase mostly consists of the skimming and scanning for relevant content while reading a text (Brown, 2002). Thus, the during-reading activities enable a learner to make predictions regarding the purpose of a text, and to better comprehend the writer's intentions (Flowerdew & Peacock, 2001). Applying while-reading activities also allows the reader to predict the context of the entire text without having to read the entire text thoroughly. Along with skimming and scanning, Brown (2002) also suggests searching for specific information. Therefore, if a learner is able to apply during-reading activities, he/she will be able to monitor personal reading, and focus on specific concepts. According to Saricoban (2002:8), the aims of during reading activities are to create an understanding for the purpose of a text, to build language knowledge, to develop a deeper understanding of a text, to make inferences, to support cross-cultural challenges, and to generalize issues, as introduced in a specific text. Applying the during-reading phase activities will prove beneficial for learners, especially ESL learners, as supported by the previously mentioned research study conducted by Saricoban (2002). The results of this study demonstrated that strategic readers were able to analyse arguments, as well as better comprehend challenging vocabulary, along with comprehending the author's message. Saricoban (2002) also noted that struggling readers focus on individual kinds of words, rather than building

a message in order to understand the entire text. With regard to a South African environment, Hlaithwa (2013:89) suggests that teachers should use the following during-reading activities to enhance reading: phonemic awareness through using games and poems, applying blending and segmentation activities, making use of word repetition and using different methods of asking questions based on lower and higher order thinking.

Additionally, in South Africa, the current CAPS for EFAL (Grades 4 – 6), suggests the following during-reading activities: giving a short oral overview of sections, comparing information, expressing emotions towards a text, relating to personal experiences and retelling a short story (DBE, 2011b).

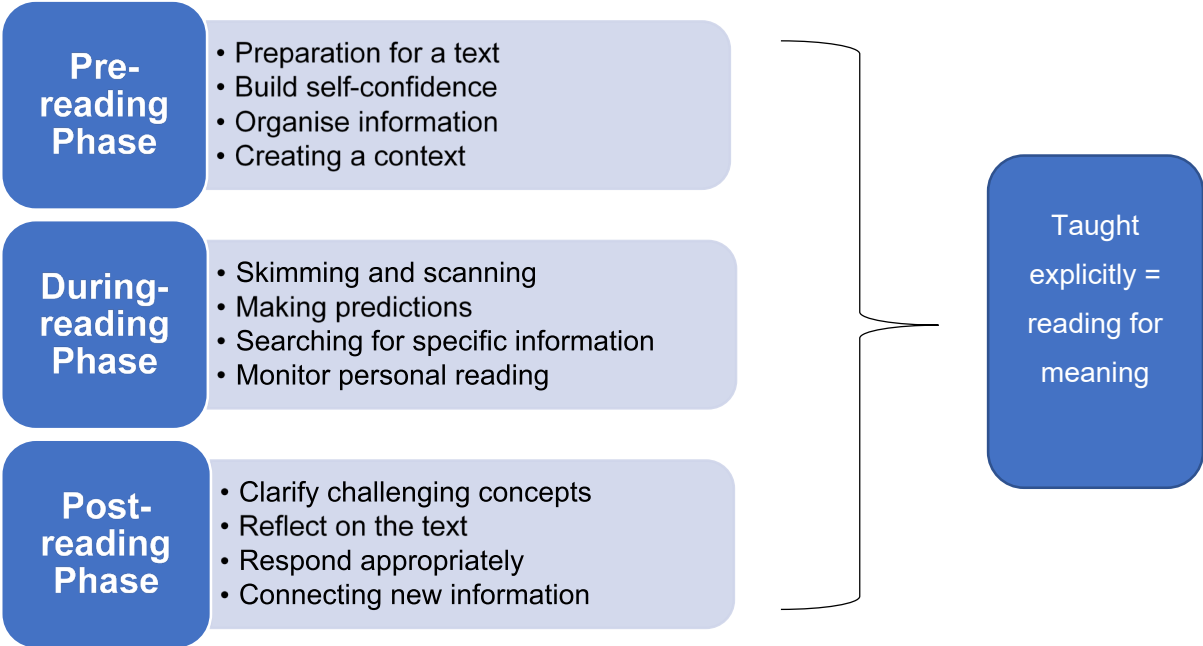
### **2.6.3 Post-reading phase**

Chastain (1988) states that post-reading activities enable a learner to clarify challenging concepts whilst focusing on the meaning of the text, rather than the grammatical challenges of a text. Hence, post-reading activities assist a learner to make reflections on a text, as well as respond appropriately to a specific text. To validate this, Jelfs and Richardson (2010) conducted a research study with the sample group including 156 Grade 5 EFAL learners. The aim of Jelfs and Richardson's (2010) research study was to demonstrate that sufficient post-reading strategies will improve these Grade 5 EFAL learners' reading comprehension. The participants received explicit guidance to apply post-reading strategies. These explicit post-reading strategies included making connections, thus, connecting new information to what the learner already knows, monitoring one's own understanding of the text and asking relevant questions based on the passage. As such, the results demonstrated that low achieving readers are able to improve their reading if sufficient reading instructions have been provided. Additionally, the aims of post-reading activities are to assist learners to apply newly acquired knowledge in different situations, to be able to summarise text whilst comprehending the message of the text, and to extract important points from different sections of the texts. With this in mind, the current CAPS for EFAL (Grades 4 – 6) suggests the following activities: creating posters, taking part in discussions, sharing opinions, answering relevant questions, and summarising information. It is important to note that summarising information is often neglected during the post-reading phase (Jelfs & Richardson, 2010).

When taking the "Seven strategies of highly effective readers" (McEwan, 2004) into consideration, as well as the three reading phases (DBE, 2011b), researchers have come to the conclusion that despite these suggestions, reading strategies must be taught explicitly by EFAL teachers (Dreyer, 1998; Grabe & Stoller, 2002). Additionally, Pressley (2006:100) states that the explicit teaching of reading strategies, as well as teacher modelling, have proven successful to promote "self-

monitoring and motivation”. Moreover, Alexander and Jetton (2000) also suggest that reading should be goal-orientated with a learner applying the necessary reading strategy in order to meet the reading goal. Thus, reading strategies will continuously change, depending on the goal of reading a text, the various reading materials, as well as personal views about reading. Conclusively, for EFAL learners to read for meaning, various reading strategies should be combined, as stated previously.

See a visual representation of the three phases of reading in Figure 2.2:



**Figure 2.2: The three reading phases (DBE, 2011b)**

The following section entails a discussion of the simple view of reading, which forms the theoretical basis of this study, as it encompasses both the mechanical part of being able to decode words and to be able to read for meaning.

**2.7 THE SIMPLE VIEW OF READING**

As seen from the sections above, reading for meaning is a challenging endeavour, viewed as the result of complex processes occurring between a reader and a text. Accordingly, Snow (2002) states that quality reading can only occur if a reader applies reading strategies according to the

demands made by the text. As such, the simple view of reading (SVR) has contributed to a learner being able to apply reading strategies, as required by a text. This statement is also supported by multiple researchers, as studies have demonstrated that the SVR applied as a reading model have proven successful in developing meaningful reading (Catts, 2018; Hoover & Gough, 1990). A research study conducted by Wang (2016), consisted of over 10 000 Grade 5 – 10 learners as sample group.

The research results demonstrated “a reliable decoding threshold value below which there was no relation between decoding and reading comprehension”, followed with the “two measures [that] showed a positive linear relation” (Wang, 2019:2). Thus, according to the findings of this study, decoding will have an impact on intermediate phase learners’ reading comprehension. Initially, though, the SVR was never intended to be applied as a “complete theory of reading”, but rather as a method to predict the reading comprehension in EFAL speakers (Tunmer & Chapman, 2012). The SVR is predominantly based on the concept that reading consists of two components, “decoding and linguistic comprehension” (Gough & Tunmer, 1986:6; Hoover & Gough, 1990). Snow (2018:313) observes that this theory itself “balances attention to decoding with attention to language”, and therefore, it provides “early-grades teachers with strong guidance about the need to support language development even as they teach the alphabetic principle.” The components of the simple view of reading are particularised in the next section.

### **2.7.1 Decoding and linguistic interpretation**

As stated, the SVR is predominantly based on the notion that successful reading consists of decoding and linguistic comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). To elaborate, the SVR suggests that reading comprehension is the outcome of applying both decoding and linguistic knowledge. Despite research validating that the SVR is effective to teach reading, many researchers do not support this statement. According to Kirby and Savage (2008:75) the SVR is not a complete reading theory, “nor a blueprint for instruction”. However, Kirby and Savage (2008:75) do state that the SVR is “helpful in conceptualising” the teaching of reading skills. Although the SVR has received some criticism, the theory has proved resilient over the years (Kirby & Savage, 2008).

According to Tunmer and Chapman (2012:453), decoding can be defined as the ability to derive a mental illustration gathered from text whilst isolating “word reading or non-word accuracy and fluency”. Linguistic comprehension, however, is the ability to comprehend verbal language and is also more challenging than decoding (Tunmer & Chapman, 2012). As such, the SVR identifies two independent domains that are required for meaningful reading and states that a lack of either decoding or linguistic comprehension will result in reading without meaning. It is important to note

that even though decoding and linguistic comprehension allows for the prediction of reading variances, the relationship of these two domains can vary depending on a learner's current grade (Tilstra *et al.*, 2009). The SVR can be expressed as an equation:  $R = D \times C$  in which R is the measure of reading comprehension skills, D is the measure of decoding skills, and C is a measure of language comprehension. Both the components, D and C, have numerical values between 0 and 1.

Zero indicates that there is no ability and 1 indicates a perfect ability. Any number that is multiplied by zero, will be zero. In other words, a learner who has no decoding ability ( $D = 0$ ), will also have no ability to comprehend ( $C \times 0 = 0$ ). The same principle applies to comprehension. If a learner does not have the ability to comprehend a language ( $C = 0$ ), it means there will be no decoding ( $D \times 0 = 0$ ), if there is no understanding. To explain, an Afrikaans-speaking person who has no knowledge of the German language, will be able to decode words, but will not necessarily understand what is written, e.g. Ich habe keine Ahnung (I have no idea). A practical example of using this formula is as follows: A learner with very good decoding skills will score reading comprehension that is equivalent to his language comprehension skills. If D is equal to 1, the RC score will be equal to LC. So, if a learner has a 100% score for D and an LC score of 50%, the RC will be 50%. The same applies to a learner who has good comprehension skills. If the learner scores 100% for LC, and the D score is 40%, then the RC is 40%. A low score in one component will automatically result in a low score in the other. For example: A learner scoring 70% for both D and LC will have an RC of 49% ( $RC = D \times LC = .70 \times .70 = 49$ ).

Moreover, language knowledge will occur when decoding improves. Catts *et al.* (2005) predict that this will occur during Grade 4 to 5, however, only in developing EFAL readers. The SVR focuses on decoding and linguistic comprehension, with these two domains being a method to predict reading development, especially in EFAL learners. These two domains are interdependent and a weakness in one, naturally affects the other. The SVR is relevant to this research study, since reading strategies promote reading for meaning, and reading with comprehension largely underpins the SVR.

### **2.7.2 The impact of decoding and fluency**

Before explaining the impact of decoding on fluency, one must first differentiate between decoding and fluency. As such, the term decoding, with regard to this research study, refers to an individual's ability to recognise letter and sound correspondences, along with the ability to identify printed words (Bear *et al.*, 2012). Fluency can be defined as the "fluid combination of accuracy plus speed that characterizes competent performance" (Binder, 1996:164). With these definitions in mind, the impact of decoding on fluency will be explored. According to Daly *et al.* (2004),

phonemic and phonological awareness form part of decoding, as well as fluency when reading. Thus, phonemic awareness consists of an individual being able to map letters as well as sounds, whilst analysing the structural forms to determine the spelling of a word (Tolman, 2005). Phonological awareness, however, refers to an individual's ability to manipulate speech sounds, "in spoken words" (Tolman, 2005:31). To further explain the impact of decoding on fluency, Martens *et al.* (2013:16) conducted a research study, to assess the influence of "phoneme blending" on fluency when reading.

The research study of Martens *et al.* (2013), included a sample group of three Grade 2 learners, with the research result demonstrating that phonemic development will promote fluency when reading. During another research study, Brosnan (2015) investigated phonemic and phonological awareness of 11 kindergarten learners. These learners received explicit, one-on-one intervention sessions on how to be phonemically and phonologically aware. As such, Brosnan (2015) established that learners' decoding skills improved as a result of fluency development. It is evident from these studies that good decoding skills will impact fluency when reading.

### **2.7.3 The impact of fluency on comprehension**

As stated in the above section, the term fluency can be defined as the accuracy and the rate at which an individual reads. Additionally, the term comprehension refers to an individual's understanding of what is read (Cook, 2016:10). Furthermore, Rasinski (1990) states that fluency instruction alone is not sufficient for "speed and expression". As such, additional focus on reading with meaning should also occur. This statement is supported by Paige and Magpuri-Lavell (2017), who believe that fluency has a strong relationship with reading comprehension. To elaborate: if a learner is unable to "read individual words", or to read at an acceptable pace, the result will be poor (Paige & Magpuri-Lavell, 2017). Reading comprehension is impaired if struggling readers exert their energy and attention trying to decode words instead of making meaning. More time spent on decoding leaves little time for meaning making and this becomes problematic when learners are subjected to time limits in formal assessment opportunities. During a research study conducted by Corcoran and Davis (2005), the results confirmed that a lack in fluency will result in a lack of meaningful reading. According to Corcoran and Davis (2005), poor reading comprehension during is the result of learners focusing on individual words rather than the overall text. Additional focus on fluency will lead to improved comprehension when reading, as supported by a research study conducted by Hawkins *et al.* (2015). During this research study the five participants received two explicit intervention strategies focusing on fluency. The results of the study of Hawkins *et al.* (2015) validated that fluency development leads to an improvement in reading comprehension, as four of the five participants' fluency and comprehension improved. Paige and Magpuri-Lavell (2017) also conducted a research study, focusing on reading

comprehension levels. The participants for this research study included Grade 4 EFAL learners. The results of Paige and Magpuri-Lavell's (2017) study demonstrated that 40% of the Grade 4 participants lacked reading comprehension. These poor reading results from Paige and Magpuri-Lavell's (2017:86) study, are linked to inadequate "fluency skills". However, one must keep in mind that good decoding skills resulting in fluency do not necessarily mean that a learner has understood what they are reading.

This is exactly what is implied in the SVR. To conclude, it is evident from the above that if a learner struggles to decode and spends his/her time on decoding, fluency is affected, and when fluency is affected, comprehension will be compromised.

## **2.8 SUMMARY**

In this Chapter, I provided a context for the concept of reading. The chapter commenced with a discussion on the complexity of reading and what reading entails. This was followed by reasons as to why reading proficiency levels of EFAL intermediate phase learners are problematic in South Africa. Thereafter, I explained the role of the teacher in teaching reading, followed by a discussion on effective reading strategies to teach reading successfully. I concluded with an analysis on the simple view of reading to teach reading successfully to EFAL learners, in the intermediate phase. Additionally, I also elaborated on the fusion between the concepts of decoding, comprehension and fluency to promote reading comprehension. The section that follows elaborates on the research methodology applicable to this research study.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

In this chapter, the research methodology of this research study is described. This chapter includes the design of this research study, the research population and sampling method, the data generation tools, data analysis and ethical considerations.

According to Creswell (2014), a research methodology includes the relevant methods and the procedures to collect and analyse variables concerning an identified problem in research. Additionally, Saunders *et al.* (2012) state that researchers consider research methodology as the choice made between qualitative research and quantitative research, along with the methods of each. The research design also includes the data collection- and data analysis methods applicable to a research study (Saunders *et al.*, 2012). Thus, the research design stipulates the type of study, as well as the sub-type. The research methodology aims to design a concrete framework to answer the identified research questions of the research study. Convincingly, Saunders *et al.* (2012) state that certain aspects of the research methodology may change and adopt a new direction, however not involving the fundamental aspects, according to evidence gathered during the research process. As such, this chapter aims to primarily describe the framework of the design for this research study. This is followed by a short explanation of the research population and sampling applicable to this research study. Thereafter, the data generation tools, followed by the data analysis, are discussed. Next, the ethical considerations are specified. Finally, a chapter summary is offered, as well as a short description of the chapter to follow.

### **3.2 RESEARCH METHODOLOGY**

This research study followed a qualitative methodology since it “is a general way of thinking about conducting qualitative research” (Astalin, 2013:118). Denzin and Lincoln (2005:2) explain a qualitative research methodology as the study of something or someone in a natural setting, focusing on making interpretations or making sense of what is occurring. Additionally, qualitative research relies on the study of words, and not numerical data, as stated by Nieuwenhuis (2016a:53). Consequently, this study was based on verbal data collected, and not numerical data.

### **3.3 RESEARCH DESIGN**

Aligned with a qualitative research methodology, this study used a case study design, as it was deemed the most appropriate for this study. As such, a case study design allowed me to explore and understand complex issues better, as identified by Zainal (2007). A case study aims to

“explore and investigate” a modern “real-life phenomenon” Zainal (2007:2). As with any research design, a case study has strengths, as well as limitations. A major strength of a case study is that it allows researchers to make predictions concerning the outcomes of the research findings, as identified by Merriam (2009). This is the result of conditions being controllable. Merriam (2009) argues that a case study allows for the answering of research questions, while studying a complex issue with various variables. Additionally, a case study allows for a holistic and rich account of a specific phenomenon, including real-life experiences (Merriam, 2009). As such, these accounts prove beneficial for future research, hence advancing the knowledge of the field.

When applying the strengths of a case study design to this study, I was able to make predictions concerning the outcomes. For example, when viewing previous literature based on the identified research problem, it was evident that reading is a challenge in South Africa. The prediction was that this might also be the situation where the participants are currently teaching. Additionally, a case study allowed me to suggest an answer to the research questions. Along with this, I was able to gain a holistic account of real-life experiences. I interviewed two EFAL teachers, currently teaching intermediate phase learners, enabling me to gather experiences relevant to the participants. Despite conducting two semi-structured interviews successfully, the small sample size should be acknowledged as a limitation for this study. Conclusively, these accounts may prove beneficial for future research. While there are beliefs that a single case study cannot be considered as a scientific method, Flyvbjerg (2006:224) disagrees, stating “that both human and natural sciences can be advanced by a single case”.

Thus, the gathered data were based on individual experiences shared by the participants. Furthermore, data gathered during the research process stemmed from 2 semi-structured interviews, consisting of 30 – 40 minutes each. This enabled me to gather rich data, and to suggest an answer to the main research question: *Which reading strategies are employed by current EFAL teachers, teaching EFAL in intermediate phase classrooms?* as seen in addenda H and I. To conclude, a qualitative research approach, along with a case study, gave me a clearer idea as to what reading strategies are taught by EFAL intermediate phase teachers, and to determine how successful these strategies are.

### **3.4 PHILOSOPHICAL ORIENTATION**

The most suitable philosophical grounding for this specific study was interpretivism. To support the chosen philosophical grounding, Nieuwenhuis (2016a:60) explains that interpretivism, also sometimes referred to as constructivism, “emphasises the ability of an individual to construct meaning”. Thus, the conclusion of this study may be “probable, based on given evidence” (Bowen, 2009). Nieuwenhuis (2016a:60) explains that an interpretivist theory was historically motivated by

phenomenology, along with the necessity to consider individual interpretation and individual views of the world. Consequently, interpretivists believe that “reality is not objectively determined, but socially constructed” (Hesse-Biber & Leavy, 2011). Another tenet of interpretivism is that when studying people in their natural social context, there is more opportunity to comprehend individual perceptions of personal activities (Hussey & Hussey, 1997).

Accordingly, the two EFAL educators were interviewed with the focus on which strategies and methods are being employed in order to develop reading for meaning in the Intermediate Phase, especially where English is a first additional language and not a home language. Next, the focus was on the subjective interpretations of the participants. The two EFAL educators were given the opportunity to display their educational thoughts and ideas regarding their educational surroundings. The two participants were asked to give clear thoughts on how they teach reading strategies when teaching EFAL in the Intermediate Phase, as well as if the current CAPS document for the Intermediate Phase assists and guides them to teach these strategies and skills successfully. For additional reference, this is evident in addenda H and I.

### **3.5 SAMPLING STRATEGY**

According to Nieuwenhuis (2007:79), sampling is “the process used to select a portion of the population for study”. With regard to this research study, non-probability sampling was suitable, as such “sampling does not randomly select participants, consequently having the limitation of not being able to generalise” (Maree & Pietersen, 2016). Additionally, non-probability sampling is appropriate if research must be obtained in a limited time span and if there is a lack of funds, accompanied by a challenge to find adequate participants. The natural environment was accessed by me, at a school that is situated in the same city as me, as suggested by non-probability sampling. The school is located in the Gauteng Province, which is the same location in which I reside. This study had time constraints, and if time is of the essence, non-probability sampling is suitable.

In accordance with non-probability sampling, was the selection of a purposive sampling method. Purposive sampling can be defined as choosing a specific situation as this situation demonstrates a feature relevant to the particular research study (Strydom & Delport, 2011:392). Together with purposive sampling was convenience sampling, as “members of the target population that meet certain practical criteria” can be accessed easily, were “geographically nearby and are available at the given time” (Etikan *et al.*, 2016).

The participants selected for this study were two EFAL educators, teaching Grade 4 and 5 learners respectively, with Afrikaans being the learners’ Home Language (HL). In conjunction with

this, the teacher teaching EFAL to Grade 4 learners, had eight years of teaching experience and the teacher teaching EFAL to Grade 5 learners, had 25 years of teaching experience.

Participants included in this research study were selected based on the following criteria: the participants should:

- have at least five years teaching experience.
- currently be teaching EFAL to intermediate phase learners.
- hold a B.Ed. qualification or a BA qualification with a PGCE diploma.

The school selected for this research study was chosen based on the following criteria: the school should:

- be in the same province and city as the researcher.
- be a public primary school.
- offer English as either L1 or L2.

Participants Criteria	Participants		School Criteria	School
	Participant A	Participant B		
Personal Information	Age: 59 Gender: Female	Age: 31 Gender: Female	Location	Gauteng
Academic Qualifications	B.Ed. Qualification	BA Qualification PGCE Diploma	Type of School	Public School
Linguistic Specifications	Afrikaans Home Language English First Additional Language	Afrikaans Home Language English First Additional Language	Language of Learning and Teaching (LoLT)	Afrikaans
Experience	25 years	9 years		

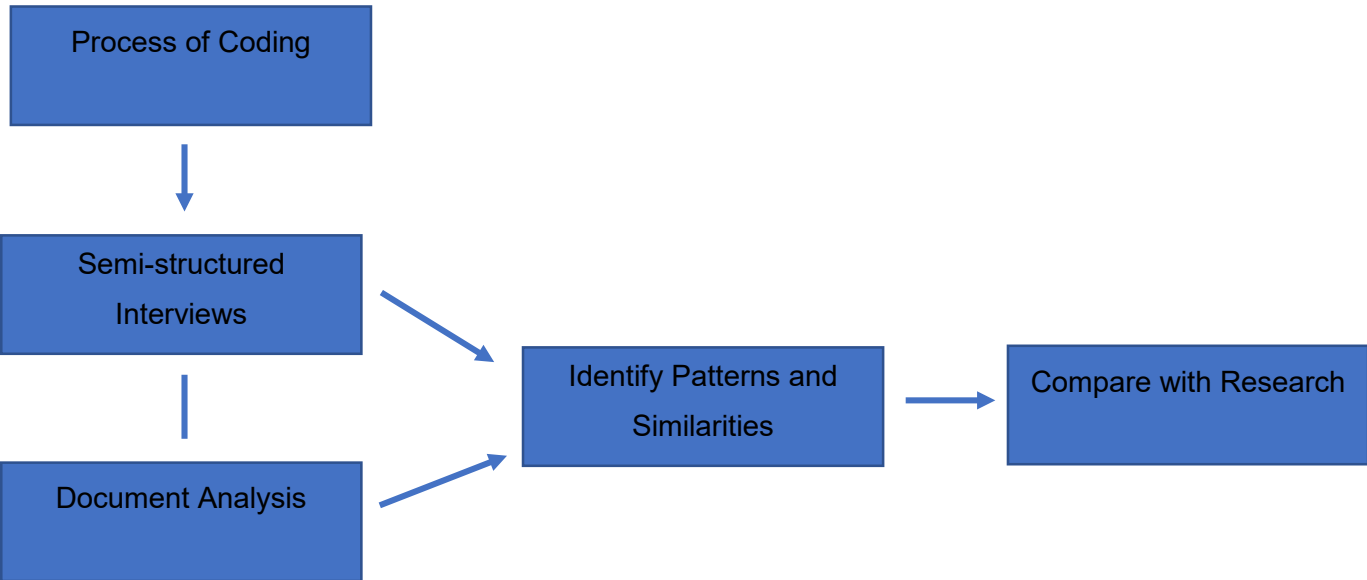
**Table 3.1: Criteria of participants and schools selected**

Table 3.1 demonstrates the participants' personal information, academic qualifications of the participants, linguistic specifications, as well as participants' experience.

### 3.6 METHODS OF DATA COLLECTION

Data-collection procedures enable a researcher to gather information based on the object of the study, as well as the environment which these occur (Alemayehu, 2015). Gobena *et al.* (2004)

further explain that during data collection procedures, data must be collected systematically. The methods of data collection included two semi-structured interviews and document analysis of the EFAL CAPS for Grades 4-6, as well as documentation from two tertiary institutions providing pre-service teacher training programmes. The data collection procedures assisted me in suggesting an answer to the research question: *What reading strategies are employed by teachers in EFAL intermediate phase classrooms?* The data selected were aligned with the research questions. The data selected were aligned with the research questions. This was followed by applying open coding. Coding gathered data, enabled me to examine, compare and conceptualize the data, and the data were categorised according to relevant categories emerging from the various data collection methods, namely semi-structured interviews and document analysis. After coding, data were recombined and synthesized to identify patterns and similarities. Lastly, the gathered data was correlated with previous research conducted in the relevant field. A visual representation of the coding process can be seen in Figure 3.1.



**Figure 3.1: Visual presentation of coding**

The first data collection procedure included two semi-structured individual interviews, with the selected participants.

Due to the current Covid-19 pandemic, the two semi-structured interviews were arranged online, and was held via Skype or Zoom. This was the result of the on-going restrictions to ensure the safety of the participants and me. Nonetheless, the function and aims of an interview remain the same, whether conducted face-to-face or online. In essence, an interview is as a conversation to gather information (Easwaramoorthy & Zarinpoush, 2006). The researchers continue by stating

that an interview will prove beneficial if there is a need to gather information which is more in-depth, and based on participants' opinions, experiences, and thoughts (Easwaramoorthy & Zarinpoush, 2006). Additionally, interviews are beneficial if the topic is associated with complex issues where there is a need to question and apply probing (Easwaramoorthy & Zarinpoush, 2006). A semi-structured interview was most beneficial as it allowed the interviewer to ask questions related to the research questions and the research problem with the participants answering these questions in their own words. Moreover, a semi-structured interview permitted me to probe areas where needed, as well as ask supplementary questions if additional clarification was needed.

Although the success of interviews is supported by researchers, there are researchers who disagree. According to DeJonckheere and Vaughn (2019), the balance between asking sufficient questions or too structured questions during an interview, is important. Hence, if the questions asked are too structured, the researcher will not be able to collect sufficient data; whereas, if the questions are unstructured, the data will not always be based on the research topic. Another challenge during an interview is the ability to probe or verify questions, to assure that the interviewee is honest, interested and adaptable (DeJonckheere & Vaughn, 2019). DeJonckheere and Vaughn (2019) maintains that personal information of participants should be kept privately and not be misused. Therefore, researchers need to avoid using such information if not explicitly allowed by the participant. The aim of these two semi-structured interviews was to gain an understanding of the beliefs about, as well as methods used, when teaching reading to EFAL intermediate phase learners.

The interviewees granted permission to record these interviews, as well as to transcribe the interviews. This is evident when reviewing the transcripts, available as addenda H and I. The two semi-structured interviews started with questions related to the teachers' teaching experience and their personal understanding of reading. Thereafter, the focus of the interview questions moved to reading as an important skill in the EFAL classroom, focusing on aspects such as learners' reading abilities and the role of reading when developing an L2. The research questions are available in Appendix A. These interviews allowed me to gather rich data, as interviews are extremely beneficial to get insight to a participant's knowledge (McNamara, 2006). Additionally, the interviews allowed me to follow-up on relevant information regarding the topic.

Responses to interviewees enabled me to comprehend which reading strategies are employed by current EFAL teachers teaching Grade 4 and 5 learners in the Intermediate Phase. Additionally, the responses from the interviewees assisted me to determine how successful the employed methods are in a real-life context, an EFAL Grade 4 or 5 classroom, when taking the perceptions of the participants into consideration. There were two interviews, one per teacher,

which lasted for approximately 30 – 40 minutes each. The reason for this was to understand how reading strategies are taught, how successful these implemented reading strategies are, and to gather rich and insightful data.

Lastly, an interview allowed me to build a closer relationship with participants, as a relationship is conducive to the participant trusting the researcher and sharing meaningful experiences.

The second data collection procedure was a document review. During this data procedure, the current Curriculum and Assessment Policy Statement (CAPS) for EFAL, Grades 4 – 6 (2011) was analysed. The analysis of the EFAL CAPS for Grades 4 – 6 was related to the Simple View of Reading (SVR), as proposed by Gough and Tunmer (1986) and McEwan's Seven Reading Strategies. Additionally, the SVR (Gough & Tunmer, 1986) and McEwan's Seven Reading Strategies were integrated in the context of this study. This allowed me to make certain observations with regard to what is stated in the CAPS document in terms of reading and reading strategies. Additionally, the curricula of two tertiary institutions offering B.Ed. in terms of how these institutions prepare future teachers for teaching reading, were analysed. This enabled me to triangulate findings that were gathered from interviews.

### **3.7 METHODS OF DATA ANALYSIS**

Data analysis can be defined as the process which involves the collection of raw data, followed by an analysis of the collected data, and finally, an interpretation of the collected and analysed data (Sandelowski, 2011:234). With regard to this study, an exploratory data analysis was suitable for this study, as the goal of exploratory philosophy "is to interpret data effectively" (Nieuwenhuis, 2016b:104). Aligned with an exploratory data analysis is an interpretive philosophy which was followed by interpreting the individual perceptions of the two participants in terms of reading and interpreting the CAPS EFAL document for Grade 4-6, with regard to statements made about reading, as well as the documents of two tertiary institutions.

During the data analysis process, the following steps were taken. Firstly, during the immersion process, data was examined to get an overall impression of the data. This was followed by a reflection exercise, where the raw data were filtered according to data suitable to be used for this study. Next, open coding was applied. Open coding allowed me to break down collected data, examine the collected data, compare the data, conceptualise the data and finally, categorise the data. I was able to "identify, analyse, question and explore categories of data" (O'Donoghue, 2007:91), by applying these steps. Consequently, the data were grouped in different classifications to assist the identification of patterns.

The data gathering process for this specific study ensued by firstly conducting two interviews with the two EFAL teachers teaching in the Intermediate Phase. Additionally, the interview questions were formulated to shed light on issues of reading for meaning, as well as previous research and findings based on similar themes. The themes included reading in the Intermediate Phase, especially when reading in English as an L2, as well as how reading is taught in the Intermediate Phase. The interviews were followed by analysing the CAPS document for EFAL, Grades 4 – 6 (the Intermediate Phase), as well as documentation from two tertiary institutions providing pre-service teacher training programmes. The data analysis steps for the documentation of two tertiary institutions included identifying relevant content based on necessary themes. The themes included the explicit teaching of reading strategies, as well as focusing on pre-service teacher training to teach reading.

### **3.8 TRUSTWORTHINESS**

During qualitative research, the researcher must ensure credibility, transferability, confirmability and dependability (Guba, 1981). These aspects form the basis of trustworthiness in a research study. Trustworthiness implies establishing confidence in research findings, applicability of these findings with respondents, consistency of research findings and neutrality concerns of the researcher and the participant (Guba, 1981). These four specifications were ensured in this research study.

Firstly, transferability, refers to the extent to which the findings of qualitative research “can be transferred to other contexts with other respondents” (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005:85), the researcher acts as a facilitator, facilitating the “transferability judgment by a potential user” by means of giving thick descriptions and applying purposeful sampling. Transferability is evident where I provided thick descriptions throughout the research study, as suggested by Li (2004). Thick descriptions are also based on numerous details concerning the research methodology and context. These rich descriptions may be used by other researchers who wish to conduct a similar study in different contexts. Teddlie and Yu (2007:77) also suggest that purposive sampling must be applied to ensure transferability.

Confirmability refers to the extent to which the “results of an inquiry could be confirmed or corroborated” by previous research or by other researchers (Baxter & Eyles, 1997:505). Confirmability was ensured in this study, as I confirmed and validated findings gathered from the document analysis, as well as the interviews before interpreting data (Wallendorf & Belk, 1989). I consulted my supervisors, who cross-examined and confirmed the findings of this study. I also related my findings to what is in the literature.

Then, dependability occurs when participants are able to evaluate findings and interpretations gathered, as suggested by Cohen *et al.* (2011). Dependability also involves the evaluation of findings by the participants involved, as well as interpreting findings, accompanied by giving recommendations, to ensure that all “data received from the informants of the study” are correct (Cohen *et al.*, 2011:180). Dependability, furthermore, entails “the stability of findings over time” (Bitsch, 2005:86). Creswell (2013) concurs that dependability refers to the stability of data, which remains dependable over time and different conditions. Participants in this study were given the opportunity to comment on the accuracy of the findings and whether these correlate with what they shared. Together with this, the code-recode strategy was applied, where I gave “one- or two-weeks’ gestation period between each coding” (Chilisa & Preece, 2005). This method ensured that the results compared correspond with research gathered.

Lastly, credibility refers to the accuracy and appropriateness of the data. Holloway and Wheeler (2002:1) define credibility as “the confidence that can be placed in the truth of the research findings”. I employed triangulation (Denscombe, 2017:326) as a strategy to ensure credibility by using document analysis and semi-structured interviews. I also ensured credibility by not misrepresenting the ideas of other researchers and participants of this study, or misinterpreting the contents of the documents provided by the two tertiary institutions in an attempt to suit my personal views on reading, the teaching thereof and the implementation of reading strategies. Credibility was applied by means of asking open-ended interview questions, as this gave the participants the opportunity to explain themselves clearly. Moreover, the results of the interview findings were communicated to the participants after the interviews were conducted. This gave the participants the opportunity to validate interpretations. The next section elaborates on the ethical considerations that were applicable to this study.

### **3.9 ETHICAL CONSIDERATIONS**

According to Maree (2016a:44), the researcher has to take on various roles during the research process. However, the most important role of the researcher was to “enter into a collaborative partnership with the respondents in order to collect and analyse data, with the main aim of creating understanding” (Maree, 2016:44). The following was done to ensure adherence to ethical guidelines throughout. Firstly, ethical clearance from stakeholders was obtained. The stakeholder in the case of this study is the North-West University’s ethics committee (EduRec). Permission to conduct this study was also obtained from the Gauteng Department of Education, the principal of the school where the teachers are employed, the school governing body and the teachers involved. Maree and van der Westhuizen (2007:41) state that, “an essential aspect is the issue of the confidentiality of the results and findings of the study”, together with the “protection of the participants’ identities”. Thus, an independent person was used to approach the participants to

explain what the research entails and to obtain consent. After that, I was available to clarify any uncertainties. Thereafter, participants signed consent forms and they were informed that participation was voluntary and that they might withdraw at any stage without it being held against them. Furthermore, the identity of all participants partaking in this study was kept private and confidential.

The identities of the tertiary institutions are not revealed, and these are referred to as A and B. Pseudonyms were assigned to participants in order to protect their identities. Any personal information pertaining to participants, or the data obtained from the interview transcripts were kept strictly confidential and were stored on my computer which is password protected. Only my supervisors and I had access to the data. Data will be stored for a period of 5 years after which the gathered data will be destroyed in terms of the regulations as stated in the outlay of the NWU Procedure for disposal, which requires that “all record of ephemeral nature must be destroyed according to the NWU File plan and disposal schedule with the authorisation of RAM upon completion of a destruction request on [http://www.nwu.ac.za/destroy\\_records1](http://www.nwu.ac.za/destroy_records1)”. Additionally, I acknowledged all ideas of other researchers and did not palm off these ideas as my own. Adherence to ethical guidelines is not just a matter of compliance for me, but a manifestation of a deep belief in ethical conduct during research.

### **3.10 SUMMARY**

In this chapter, I explained the use of a qualitative approach and a case study design. The chapter starts with an introduction of what the chapter entails. Hereafter, a qualitative research methodology, as applicable to this research study, was clarified. Additionally, the research setting, as well as the population and sampling selection were stated, along with a table stipulating the criteria for the population and sampling. Furthermore, the method of data generation was explained in terms of the two semi-structured interviews. This was followed by the data collection procedure, explaining how data were collected. Then, data analysis was clarified, along with issues of trustworthiness. Finally, ethical considerations were indicated. The following chapter entails a discussion of the data analysis and findings of the study.

## CHAPTER 4 DATA ANALYSIS

### 4.1 INTRODUCTION

This chapter focuses on data analysis applicable to this research study. In this study, the following documents were used: The Curriculum and Assessment Policy Statement (CAPS) document for Grade 4-6, English First Additional Language (EFAL) in the Intermediate Phase, along with educational documentation focusing on pre-service teacher training, from Tertiary Institution A and Tertiary Institution B. Additionally, the data generated from the two semi-structured interviews with the two teacher participants, were analysed. As stated in Chapter 1, exploratory data were most suitable for this research study, as the aim of exploratory philosophy is to interpret data effectively (Nieuwenhuis, 2016b:104). Data were collected, recorded, analysed and reported. What follows is an in-depth analysis of the EFAL CAPS for Grades 4 – 6 (DBE, 2011b), evidence of McEwan’s seven reading strategies in the EFAL CAPS for Grades 4 – 6, educational documentation from both Tertiary Institution A and B, as well as data generated from the two semi-structured interviews with two teacher participants. I chose to commence with the data analysis of the CAPS for Grade 4-6, followed by the analysis of the documents of the two tertiary institutions, and then the analysis of the two interviews with the EFAL teachers. The rationale for this is to provide the reader with knowledge of what is stated in terms of reading, the methodology thereof, and the skills expected of learners in the CAPS, as well as how pre-service teachers are prepared to teach reading at two tertiary institutions, before discussing the analysis of the participants’ views and practices pertaining to reading. This may allow the reader to discern the extent to which teachers heed the guidelines of the CAPS, as well as to which extent preservice training may equip teachers to teach reading.

It is evident that the EFAL CAPS for Grades 4-6 poses certain issues with language development, specifically sufficient reading development. English as a First Additional Language, as seen in the EFAL CAPS for Grades 4-6, was analysed in-depth by firstly, reading through all relevant statements to get “an overall feel of the data” (Wellington, 2000:135). Thereafter, I reflected on the information by means of filtering the content according to the focus of this research study and all applicable content. This was followed by applying open coding, where all relevant content was further categorised, identified and questioned. This was again aligned with the focus of the research study and the research question: *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?* All information which linked to ‘reading’, ‘reading development’ and ‘reading strategies’ were identified. These actions led to the identification of patterns and then relating these patterns to previous literature. These issues include that the EFAL CAPS lacks clear explanations concerning reading; there is more focus on communication

than academic development by means of developing learners' BICS and not learners' CALP; reading is neglected; and there are contradictions with learner aims and how to achieve these aims. The next section focuses on the EFAL CAPS for Grades 4-6, and what English as an additional language entails.

#### **4.2 EFAL CAPS FOR GRADES 4-6**

The South African Curriculum and Assessment Policy Statement (CAPS) document for Grades 4-6, English First Additional Language (EFAL), acts as a working document to give clear guidelines on what should be taught in the Intermediate Phase, according to the language content and skills per term. Therefore, learning content, along with the necessary skills to be acquired per term in EFAL, is detailed. The CAPS document for Grades 4-6 EFAL also serves to guide teachers in terms of preparing learners for the Senior (Snr) and Further Education and Training Phases (FET), which includes Grades 7-12. The CAPS document for Grades 4-6 EFAL also includes aims, which are stipulated in all CAPS documents, for all subjects (Grades R – 12).

When analysing the description of *English as a First Additional Language* in the CAPS, it is stated that a learner's First Additional Language (FAL) level is that of a beginner, or even a learner that is exposed to EFAL for the first time, as this learner may "not necessarily have any knowledge of the language when they arrive at school" (DBE, 2011b:14). This is particularly true of South Africa where there are 11 official languages, and English may not be heard in rural areas by many learners before they are introduced to it in Grade 1. Additionally, during the Intermediate Phase (Grades 4-6), learners should build on their previous skills of listening, speaking, reading, and writing, as taught in the Foundation Phase (Grades 1-3). These two statements, which are listed concurrently, are contradictory. To explain, if it is assumed that a learner has no knowledge of EFAL when entering either the Foundation Phase or the Intermediate Phase, a learner will not be able to continue building on previous skills of listening, speaking, reading, and writing, as the foundations of these skills have not been laid yet. The EFAL CAPS for Grades 4-6, does not, however, elaborate on what is meant by "when they arrive at school" (DBE, 2011b:14). Foundation Phase learners do not learn in their mother tongue only, as these learners also have an additional language. Yet, these learners might have limited knowledge of English as an additional language when entering the Intermediate Phase. The issue is that a learner cannot be taught through medium of an additional language without established proficiency in the mother tongue (Meneghetti *et al.*, 2006). This assumption may lead to future problems, as "cognitive academic proficiency in the L1 and L2 are interdependent", as based on Cummins's Interdependence Hypothesis (Cummins, 1979:70). To elaborate, cognitive development in the mother tongue will lead to an increase in cognitive development in another language, which in this case, is English as an L2. Moreover, Cummins's Interdependence Hypothesis is supported

by Meneghetti *et al.* (2006), as learners can only acquire an L2 successfully if these learners have fully mastered their home language.

Additionally, all learners in the Foundation Phase will not have learnt through medium of their mother tongue, even if the school has one of the African languages as medium of instruction, as the number of mother tongues in one classroom might be too many (Foley, 2010).

Moreover, Dikotla (2018) believes that language education which removes mother tongue as the medium of instruction, will facilitate unsuccessful language development. As such, mother tongue instruction should be implemented more thoroughly and should be extended for six years of “formal school for literacy attainment to be successful” (Dikotla, 2018). Conclusively, the role of mother tongue acquisition is crucial for the successful acquisition of an L2.

Furthermore, the EFAL CAPS for Grades 4-6 acknowledges that the majority of learners in Grades 4-6, are receiving education in their first additional language and not their home language (DBE, 2011b:15). Additionally, more emphasis is placed on using EFAL “for the purposes of thinking and reasoning”, as this will assist learners in developing cognitive academic skills (DBE, 2011b:15). The purpose of emphasising the use of EFAL “for the purposes of thinking and reasoning”, is to improve learners’ academic literacy, which is not achieved, as seen in the PIRLS and ANA results (PIRLS, 2006, 2011, 2016; DBE, 2014). At this stage of a learner’s FAL development, the CAPS states that a learner should also engage with various texts, which will develop “aesthetic and imaginative ability” in their FAL (DBE, 2011b:15). It is debatable whether this is happening sufficiently or at all (DBE, 2011b), since “most learners fail to competently achieve these skills while in a classroom situation (Geske & Ozola, 2008:73). The focus of this research study is on reading strategies, and Klapwijk (2012) states that one of the most important language skills, if not the most important skill, is reading.

Reading is linked to all other language skills. Without sufficient reading development, the three other language skills, namely, listening, speaking and writing, will not be sufficiently developed (Ramaphosa, 2019). It is stated in the EFAL CAPS document for Grades 4-6, that learners should develop critical thinking in their FAL, as well as develop an aesthetic ability when viewing texts (DBE, 2011b:15). Even though research suggests that reading development is linked to all other language skills, and that EFAL has a dual purpose of developing not only BICS, but also CALP, and as English is the Language of Learning and Teaching (LOLT), the EFAL CAPS document focuses mostly on learners’ communicative development (DBE, 2011b). It is clear then that, firstly, communication is the most important skill, according to the EFAL CAPS document. This is supported by multiple statements made throughout the EFAL CAPS document, including “The focus in the first few years of school is on developing learners’ ability to understand and speak

the language” (DBE, 2011b:3), as well as including a section based on different forms of communication (DBE, 2011b).

Secondly, when developing a FAL for communicative purposes, critical thinking, and the skill to develop an aesthetic ability when viewing texts, may not occur. The reason is that communicative skills are for communicative purposes, with a focus on speaking. However, critical thinking and aesthetic development require much more skill development, as these tasks are cognitively demanding (Bus, 2001; Grabe & Stoller, 2002). The role of reading in these three aspects will allow a learner to deal with challenging issues, make critical decisions, and solve problems (Taglieber, 2003:141).

Moreover, it is stated in the EFAL CAPS for Grades 4-6 that a “high level of proficiency” should be developed in order to prepare learners for the grades to follow (DBE, 2011b:15). The cognitive level of EFAL should be sufficient, as EFAL should be used for “learning and teaching” (DBE, 2011b:15). These aspirations sound attainable on paper and theoretically sound, however, the practical reality is that most of the EFAL content focuses on Basic Interpersonal Communication Skills (BICS) and not Cognitive Academic Language Proficiency (CALP), since the EFAL CAPS includes a section based on “Communication for social purposes” (DBE, 2011b:20). Though, the idea is that a learner’s CALP should be developed in the Intermediate Phase, this is not the reality in many South African classrooms, as supported by Moats (2020), Pretorius (2002) and Mophosho *et al.* (2019:62). The EFAL CAPS for Grades 4-6 indirectly highlights a learner’s BICS development, lacking a focus on CALP development, as language is viewed as “a tool for thought and communication” (DBE, 2011b:13).

It is furthermore stated in the EFAL CAPS for Grades 4-6 that “listening, speaking and language usage skills will be further developed” in the Intermediate Phase (DBE, 2011:9). Then, it is added in the EFAL CAPS document that the development of listening, speaking and language skills will lead to the development of a learner’s reading and writing skills, as supported by the statement “Listening, speaking and language usage skills will be further developed and refined in the Intermediate Phase developing the learners’ reading and writing skills” (DBE, 2011b:14). In Chapter 1 and 2, I emphasised that reading development is crucial in order for the other skills to develop, namely listening, speaking and language, as is evident from the literature (Akyol *et al.*, 2017:201; Banda, 2000; Pretorius, 2002). One also has to keep in mind that in the Foundation Phase, learners learn to read, whereas in the Intermediate Phase, they have to read to learn (DBE, 2011b:13). The development of CALP becomes increasingly relevant, as the skill set demanded of learners becomes more complex.

The next section focuses on the general aims of the CAPS for Grades 4-6 EFAL and how these link to the teaching of reading strategies by intermediate phase teachers who are teaching EFAL.

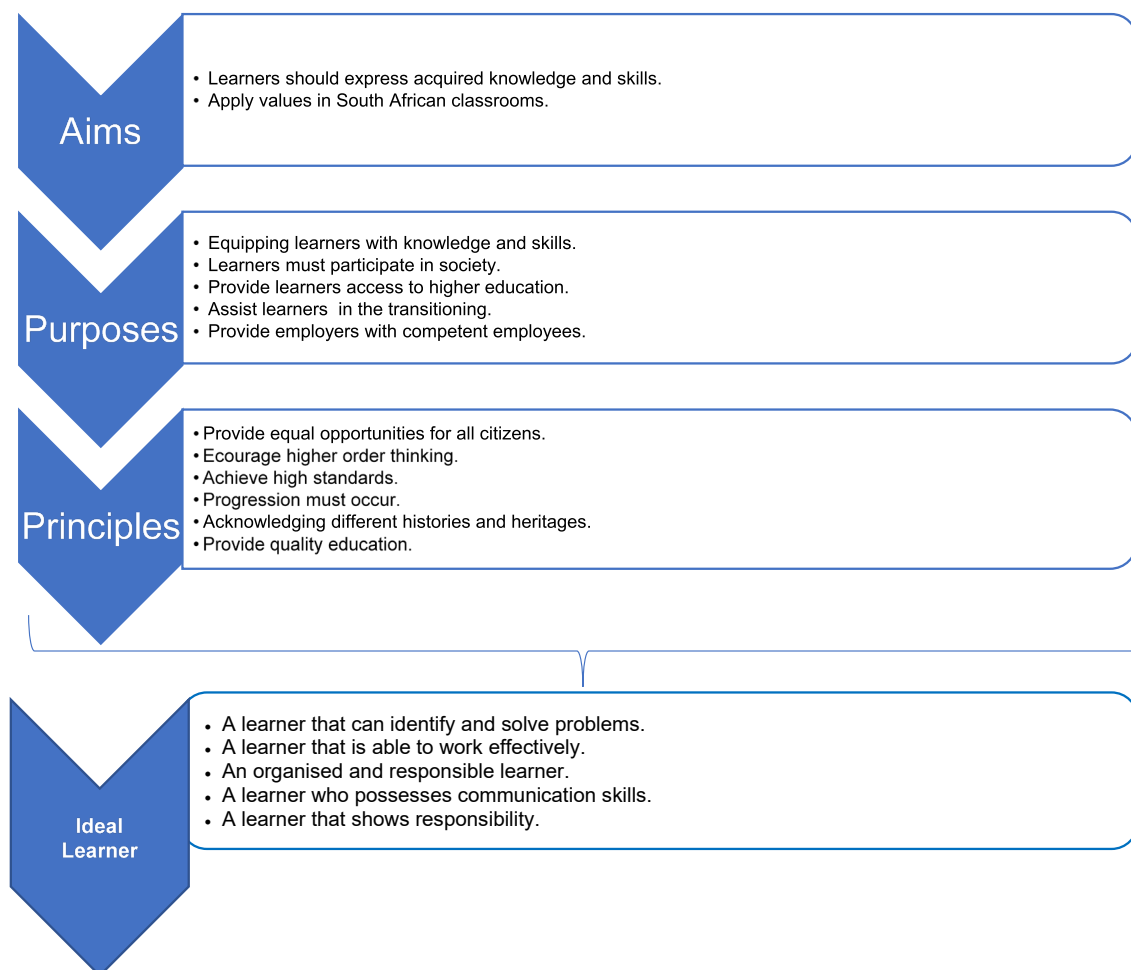
### **4.3 GENERAL AIMS IN THE CAPS**

I firstly summarise the general aims as stated in the South African curriculum. It is necessary to state these aims, as they are connected to the main research question of this study, as well as the sub-research questions. The main focus of this research study is to determine which reading strategies are used by teachers in EFAL intermediate phase classrooms, as stated in Chapter 1. The aims of the South Africa curriculum are based on developing and acquiring pre-determined skills, specific purposes, and general principles. In Chapter 1 and 2, the complexity of reading was explained in depth. As mentioned, reading is a complex task, as reading does not occur naturally like speaking. It needs to be explicitly taught. In addition to the complexity of learning to read are the challenges during the instructional process, as well as the cognitive demands made on the learner when reading.

Reading development is necessary for the aims of the EFAL CAPS to be attained. Reading for meaning is the ultimate aim of reading, and this is where the complexity of reading comes in. As seen in Chapter 1 and 2, the Simple View of Reading (SVR) contributes to a learner's application of reading strategies, as required by a text (Snow, 2002). Additionally, the SVR has proven successful in developing meaningful reading (Catts *et al.*, 2005; Hoover & Gough, 1990). Moreover, the SVR is based on the notion that successful reading consists of two components, decoding and linguistic comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). In essence, the SVR "balances attention to decoding with attention to language" (Snow, 2018:313). The SVR will also allow EFAL teachers to provide support and guidance for sufficient language development to occur. Following is an explanation of the core aims of the South African curriculum.

A core aim of the South African curriculum is to give learners the opportunity to express acquired knowledge and skills, and to apply worthy values in South African classrooms (DBE, 2011b:9). In accordance with this is the fact that newly acquired knowledge and skills must be meaningful, and applicable to a learner's life. Additionally, the South African curriculum aims to equip learners with sufficient "knowledge, skills and values" (DBE, 2011b:10), accompanied by participating meaningfully in society, (DBE, 2011b:10). Another aim is to provide all learners access "to higher education", and to assist learners to transition from an educational institution to a workplace (DBE, 2011b:10). Aligned with this is also the aim to provide employers with competent and skilled employees (DBE, 2011b:10). The South African curriculum is based on pre-set principles, which indirectly link to the necessity of reading development.

These principles, in short, are: providing equal opportunities, followed by encouraging higher order and critical thinking (DBE, 2011b:11). Then, high standards are targeted in every grade for every learner to be achieved, accompanied by the role of progression (DBE, 2011b:11). The South African curriculum also values differences, by acknowledging different histories and heritages. The last principle is “credibility, quality and efficiency” (DBE, 2011b:11), which focuses on providing quality education which can compete with other countries. The EFAL CAPS also includes a section which focuses on learners. In order to produce the ideal learner, as suggested in the EFAL CAPS, successful reading development is critical. The South African curriculum aims to produce the following ideal learner: a learner that is able to “identify and solve problems”, and to make critical decisions (DBE, 2011b:12). This learner should also be able to work effectively and be able to “critically evaluate information” (DBE, 2011b:12). Additionally, this ideal learner should also be able to communicate successfully. Lastly, the ideal learner should apply problem solving techniques (DBE, 2011b:12). Figure 4.1 provides a visual presentation of the aims of the South African curriculum:



**Figure 4.1: Aims, purpose and principles of the South African curriculum (DBE, 2011b:9-10)**

Figure 4.1 summarises the aims, purposes and principles of the South African curriculum. The aims, purposes and principles mentioned in Figure 4.1 are all indirectly connected to reading, as the aims, purposes and principles will be unattainable without sufficient reading development. To elaborate, the aims of the South African curriculum are to provide learners the opportunity to express acquired knowledge and skills and to apply worthy values in South African classrooms. According to Chettri and Rout (2013), Eyre (2005), Holden (2004) and Panigrahi and Panda (1996), the importance of reading cannot be underestimated. Hence, though these aims are not explicitly connected to reading, a learner will not be able to express acquired knowledge and skills without sufficient reading development. When viewing the purposes of the South African curriculum, as seen in Figure 4-1, it is evident that these purposes rely on sufficient reading development. Additionally, sufficient reading development will also enable learners access to higher education, assist learners in the transition period from an educational institution to a workplace and provide employers with competent and skilled employees. Equality cannot be achieved if a large percentage of a population is illiterate or struggles to read. Apart from struggling to cope with everyday demands, such as reading signs, medicine and safety instructions, illiterate or struggling readers may also suffer from low self-esteem (McArthur *et al.*, 2016). Then, as seen in Figure 4.1, the South African curriculum also focuses on specific principles. Again, although these principles are not explicitly linked to reading, reading is fundamental in order for these principles to realise. To conclude, reading is also fundamental to the development of the ideal learner, as seen in Figure 4.1. The activity of reading forms the basis for the development of the ideal learner.

Figure 4-1 demonstrates that the aims, purposes and principles of the South African curriculum were established with the ideal learner in mind. When focusing on all the aspirations which an ideal learner should possess, apply and achieve, the skill of reading requires more explicit attention. The next section entails a discussion of how reading is perceived and addressed in the EFAL CAPS for Grades 4-6.

#### **4.4 READING IN THE CAPS**

The term 'reading' is not explicitly defined in the CAPS document. There is a section on 'reading and viewing' in the CAPS document, which will be analysed in the section that follows (DBE, 2011b:15). The statement on 'reading and viewing' starts with an explanation on the importance of these two skills, but no definition of what is meant with reading, as well as viewing. *Reading* refers to a combined action, consisting of an individual's background and textual information, working as one act, with the end goal being able to produce meaning (Frankel *et al.*, 2016:7). Though 'reading' and 'viewing' share cognitive processes, these two skills may differ slightly. To read implies viewing something, such as a text, a billboard, a notice, or an image.

*Viewing* is also the combined action of an individual's background information, with the end goal to produce meaning, however, this is produced by purely visually viewing something (Trabasso & Nickels, 1992). In the EFAP CAPS for Grades 4-6 the term *viewing* may simply refer to visual literacy. According to Magliano *et al.* (2008:78) reading and viewing are not the same, "given that viewing images and reading texts involve different cognitive and brain systems during encoding". However, both these skills need to be developed as literacy involves a whole range of skills and is not limited to oral and written language. Anstey and Bull (2006:1) argue that "a person must have mastery of all five semiotic systems [linguistic, visual, auditory, gestural and spatial] and understand how they work in a text to convey meaning".

To continue, it is stated in the EFAL CAPS for Grades 4-6 that reading and viewing as skillsets are important and necessary for "successful learning across the curriculum" (DBE, 2011b:15). Additionally, a learner's reading and viewing proficiency is developed by reading and viewing a large range of texts, including "literary, non-literary texts, and visual texts" (DBE, 2011b:16). A learner will not be able to develop meaningful reading by simply reading and viewing different texts, as supported by N'Namdi (2005). Sufficient reading development relies greatly on the use of reading strategies. Furthermore, the use of appropriate reading strategies will enable a learner to comprehend what is read, and the learner will also become a better reader (Akyol *et al.*, 2017:199; Stockard, 2011:2). Hence, reading continuously, without an explicit focus on the teaching of reading strategies, will not lead to reading for meaning. One often hears teachers and parents saying that learners should read more in order to improve their reading. Although this statement may hold some truth, it does not apply to struggling readers. If a learner struggles to read, more reading is not going to improve the reading without intervention strategies or explicit focus on reading strategies.

Moreover, it is stated in the EFAL CAPS that "reading is very important for children who will be using English as the Language of Instruction" (DBE, 2011b:16). The curriculum explicitly states that learners need to move from learning to read to reading to learn. As such, reading is problematic, though reading is a number one priority for government. This was emphasised by President Cyril Ramaphosa (2019), in a statement made during his State of the Nation address, detailing that South African learners are unable to read for meaning. The National Reading Coalition was also established in 2019, with the purpose of providing all reading initiatives and stakeholders to contribute to knowledge and learning experiences. Additionally, the NRC was established by the National Education Collaboration Trust (NECT) and the Department of Basic Education (DBE) as a reaction to the low reading levels of South African learners. The EFAL CAPS acknowledges that a learner must be able to read and write in their FAL in other subjects throughout the Intermediate Phase.

The importance of reading for meaning, especially in a FAL, requires more attention. Reading for meaning is different from being able to decode properly, as explained earlier (Zammit, 2019). Reading for meaning will enable a learner to use EFAL successfully across the curriculum, as all subjects require reading for meaning. Without reading for meaning, a learner is wasting time, with no cognitive process happening while reading. This highlights the importance of sufficient reading development, by means of teaching reading strategies explicitly to learners (Timperley *et al.*, 2007).

The EFAL CAPS claims that research validates that a learner's "vocabulary development is heavily dependent on the amount of reading they do" (DBE, 2011b). Though the statement may be true to an extent, the EFAL CAPS neglects to add that reading on its own will not lead to vocabulary development. A learner's vocabulary will not develop if the reader does not comprehend what is read. For learners to be able to develop vocabulary, they must comprehend the meanings which new words carry. Although a reader quickly becomes familiarised with "the form of a word", semantic development takes longer (Elgort *et al.*, 2020:9). Nonetheless, reading is viewed as a primary enabler of a learner's vocabulary development.

When further analysing reading in the EFAL CAPS, it is evident that the EFAL CAPS advocates both a text-based approach, as well as a communicative approach. Though both approaches have proven successful to acquire an L2, the issue is the scope of the communicative approach (Feez & Joyce, 1998; Heng, 2014; Marina & Marmiené, 2006; Mthembu-Funeka, 2009; Savignon, 1991). According to the CAPS document, the communicative approach argues that firstly, a learner should be exposed to the target language as much as possible, and secondly, a learner should receive multiple opportunities to practise the target language (DBE, 2011b:18). When aligned with reading, it states that "learners read by doing a great deal of reading" (DBE, 2011b:18). According to Richards (2005:6), the communicative approach focuses on "the teaching of communicative competence", which includes grammar-, strategic-, discourse and socio-linguistic competence as identified by Canale and Swain (1980). Richards (2006:7) adds that the communicative approach emphasises the following language aspects: firstly, a learner should comprehend when and how to use a language according to functionality and purpose. Secondly, a learner should be able to differentiate language usage according to "the setting and the participants" (Richards, 2006:7). Additionally, a learner should also produce texts correctly, as well as comprehend these texts. Finally, a learner should be able to communicate meaningfully, despite language limitations. The communicative approach, as stated in the CAPS, focuses on a holistic approach of language development, which is in line with international trends as reading should be "learned in a natural way", where "learners read by doing a great deal of

reading” (DBE, 2011b:18). However, it is evident from previous explanations that more reading does not necessarily lead to better understanding.

Richards and Rodgers (2001:71) maintain that both British and American proponents regard the aim of Communicative Language Learning to “make communicative competence the goal of language learning” and to “develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” The researchers also describe one of the characteristics of the Communicative Language Approach as “knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews and conversations” (Richards & Rodgers, 2001:90). The words “understanding different texts and words” may imply reading for meaning. However, taking into consideration our learners’ dismal performance in reading and the importance of reading for meaning in the Intermediate Phase, reading should be emphasised more in order to address the backlogs of our learners. Kumaravadivelu (2002:18) asserts that “since language learning and teaching needs, wants, and situations are unpredictably numerous... practicing teachers need to tackle the challenges that confront the practice of their everyday teaching”. Reading for meaning or rather the lack thereof, is a challenge in EFAL intermediate phase classrooms. The communicative approach, with the main focus on communication, may not significantly assist reading development.

To conclude, it is evident that the EFAL CAPS for Grades 4-6 does not give clear definitions of reading, and the importance of reading is perhaps not emphasised sufficiently. Along with the neglect of detailed explanations based on reading, is that there is scant mentioning of *reading strategies*. Paris and Hamilton (2009:49) emphasise that reading for meaning can be greatly improved if teachers teach reading strategies explicitly. The researchers mention strategies, such as predicting, monitoring, summarising and making inferences. Consequently, the section that follows focuses on reading strategies, as seen in the EFAL CAPS for Grades 4-6.

#### **4.5 THE READING PROCESS AS A STRATEGY IN THE EFAL CAPS**

In this section, the reading process, as evident in the EFAL CAPS for Grades 4-6 is analysed. Traditional reading strategies are categorised according to three phases in which reading occurs; the pre-, during- and post-reading phases (Cekiso & Madikiza, 2014; Ghuma, 2011). The current EFAL CAPS for English advocates these three phases, along with mentioning reading strategies that may be used during these phases. The main purpose of the reading process is to enable a learner to read for meaning.

The first phase in the reading process is the pre-reading phase. Reading for meaning hereafter, depends greatly on how the process during the pre-reading phase is applied. The pre-reading

phase thus prepares learners for the reading and post-reading process to follow. The reading process is important for meaningful reading to occur, as supported by Carrasquillo and Rodríguez (2002). Additionally, the EFAL CAPS suggests activating a learner's prior knowledge (DBE, 2011b:15). Despite the suggestions on activities that teachers can incorporate during the pre-reading phase, the EFAL CAPS neglects to state the importance of the pre-reading phase during the reading process (Madikiza *et al.*, 2018). The importance of the pre-reading phase is not explicitly explained. According to Elmore and Sykes (1992:186), policy statements usually lack "sufficient detail". What the researchers mean is that the finer details of the 'how' in terms of pedagogical knowledge, are not included in a policy statement. It is the responsibility of teachers to apply their pedagogical knowledge when teaching content. This aspect may need to be addressed as clearer explanations on the importance of the pre-reading phase should be stated, along with how each suggested activity will impact a learner's reading for meaning. As such, it is suggested that a learner should view additional sources, identify the author, as well as the publication date (DBE, 2011b:15). This activity is vague, as there are no explanations on what is implied when suggesting 'view other sources'. The term, *sources*, is not defined throughout the EFAL CAPS document. Then, during the pre-reading phase, it is also suggested that a learner should read both the "first and last paragraphs of a section" (DBE, 2011b:15). Though this sounds easy enough, it is omitted in the EFAL CAPS what the purpose of this activity is. As seen throughout, no clear guidance on how to apply this activity successfully, is provided. This can cause confusion, as one is not sure if the teacher should read these to the learners, or if the learners should read these individually, or if the teachers should assist while the learners read these paragraphs. The last activity suggested for the pre-reading phase according to the term plan, is to make predictions (DBE, 2011b:15). This activity is employed throughout the planning per term according to the sections on each grade. The issue here is that teacher pedagogy may be lacking on how to teach these strategies, since "English teachers are confused" about how to "apply relevant teaching strategies in the context of learning processes" (Solikhah, 2018:73). The skill of monitoring is suggested during the pre-reading phase, but the importance of this skill and how it links to meaningful reading is not stated. Then, the activity of skimming is also included throughout the pre-reading phase. Conclusively, more guidance on how to successfully apply each strategy during the pre-reading phase may be provided throughout for teachers, along with highlighting the importance of the pre-reading phase to successfully prepare learners for the during-reading phase, as well as the post-reading phase.

The second phase of the reading process is the during-reading phase, although only referred to as *reading* in the EFAL CAPS for Grades 4-6 (DBE, 2011b:15). As evident from the section focusing on the pre-reading phase, it is clear that the three reading phases are connected and development of each reading phase influences the development of the other. Again, the during-

reading phase plays a vital role in the development of skills to read for meaning. When analysing the during-reading phase, it is evident that this phase contains the most suggested activities of the three phases. The suggested during-reading activities include using “phonics and contextual clues”, answering comprehension questions based on the text, explaining “the story line” and identifying “the main characters” (DBE, 2011b:38). This may lead to larger skill development to read for meaning. The EFAL CAPS also suggests that a reader should continue reading, even if this reader cannot comprehend what is being read or that a reader should re-read sections if a reader “does not understand at all” (DBE, 2011b:15). According to Wassenburg *et al.* (2015), these are fix-up strategies and “self-regulatory strategies”, such as re-reading and adjusting reading pace. Additionally, the EFAL CAPS suggests that a reader should read challenging sections out loud, and a reader should also ask for assistance if a section is too challenging to understand (DBE, 2011b:15). These strategies should assist in the reading process for meaning. However, many learners will not continue reading if they do not understand what is read without teachers teaching fix-up strategies and their possible value (Rule, 2017). Here, the question of sufficient preparation for the post-reading phase comes into play. To prepare a learner better for the post-reading phase, the EFAL CAPS document should provide an explanation on why a learner should continue reading, even if this reader does not understand what is read. If a reader is faced with the challenge of not understanding what is read, additional skills should be taught to learners (Wawryk-Epp, 2004). If reading strategies are explicitly taught, a learner is likely to use these reading strategies spontaneously (Collins & Pressley, 2002). Research suggests during-reading strategies to be taught to learners include being able to clarify while reading, relating to a passage by means of personal experiences and constructing a “mental representation of the text” (Wawryk-Epp *et al.*, 2004). Moreover, when taking the activities of the during-reading phase into consideration, such as using “phonics and contextual clues” like representing new sounds, answering comprehension questions based on the text, explaining “the story line” and identifying “the main characters”, teachers require the necessary knowledge on how to apply these strategies successfully (DBE, 2011b:38). It is questionable if the stated activities will sufficiently prepare a learner for the post-reading phase, since the purpose of the during-reading phase activities is to “help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages” (Toprak & Almacioglu, 2009:23). To conclude, the success of the suggested activities of the during-reading phase relies greatly on teacher knowledge on how to employ these strategies.

The third phase of the reading process is the post-reading phase in developing skills to read for meaning. When analysing this section, I believe the terms incorporated with these activities are explained most sufficiently and will provide a learner the best possible opportunity to read for meaning. The issue of meaningful reading during the post-reading phase will transpire from the

pre-reading and the during-reading phases. If the skills incorporated during the first two phases are unsuccessful, then reading for meaning will not occur. The skills suggested by the post-reading phase include: recalling specific information, creating graphic organisers pertaining to relevant details, drawing conclusions, summarising key concepts, understanding what was read and evaluating what was read. The strategy of recalling main ideas is evident throughout the EFAL CAPS document, and to “recall details is often a worthy outcome in and of itself (DBE, 2011a:20; Phifer, 1983:19). The post-reading phase also suggests that a learner should organise new information, despite the term *organising* not being defined in the EFAL CAPS document, though the concept of organising information is explained by the term *mind map*, in the glossary section (DBE, 2011b:119). The strategy of drawing conclusions or then, inferring, is explained in the glossary section as using clues to “figure out something that is not directly stated in the reading” (DBE, 2011b:117), although this strategy is not explicitly mentioned as a reading strategy. The skill of summarising is mentioned often throughout the EFAL CAPS for Grades 4-6, though no guidance on how to teach this strategy is provided. Learners are expected to apply the skill of summarising by means of filling in missing words, summarising a “story with help”, summarising a passage by choosing “the best summary”, summarising “a paragraph with support”, summarising a “text in a few sentences”, summarising what was read, summarising a “text in about 5 sentences” and summarising a passage orally (DBE, 2011b:53-87). Emphasis seems to be placed on summarising and research demonstrates that summarising is one of the most challenging tasks for learners (Brown, 1992; Mills, 2008). Though summarising is necessary for the goal of the post-reading phase to be achieved, the skill of summarising is extremely challenging for learners. Learner understanding is also highlighted throughout. This is evident where a learner is expected to: “understand the text”, to show an “understanding of meaning of words”, show an understanding when reading aloud, “understand the vocabulary”, “understand the features of the text”, “understand how a plot and characters can represent” a world view, “understand the layout and design of media text” and to “understand elements of poetry (DBE, 2011b:21-80). What is meant by *understanding* is neither stated, nor defined. Along with this is the issue of assessing understanding, without providing guidelines on how to ensure that learner understanding will transpire. It is also expected of learners to evaluate information after reading a text. The term *evaluate* is defined by the glossary section as forming opinions, making judgements and developing ideas (DBE, 2011b:117). Both understanding and evaluating are needed for meaningful reading to develop. To conclude, a curriculum is largely based on “what teachers are going to teach”, or “what learners are going to learn” (Su, 2012:153). Additionally, a curriculum “is also closely related to how well the learners learn the outcomes” (Su, 2012:153). Seen in the light of the urgent attention required to reading, more emphasis should be placed on the importance of defining relevant terms, and the need to explain the importance and purpose of each skill.

#### 4.6 EVIDENCE OF MCEWAN’S SEVEN READING STRATEGIES IN THE EFAL CAPS FOR GRADES 4-6

This section focuses on comparing the references to reading strategies, as stated in the EFAL CAPS for Grades 4-6, with McEwan’s (2004) “Seven strategies of highly effective readers”. Figure 4.2 is a visual representation of McEwan’s “Seven strategies of highly effective readers” (2004):



**Figure 4.2: McEwan’s “Seven strategies of highly effective readers” (2004)**

The purpose of Figure 4.2 is to summarise McEwan’s “Seven strategies of highly effective readers” (2004). This acts as a starting point to compare the identified strategies stated in the EFAL CAPS for Grades 4-6.

Comparing the reading strategies, as stated in the EFAL CAPS for Grades 4-6, with McEwan’s suggested reading strategies enabled me to further suggest an answer to the main research question of this study: *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?*

The first strategy, as suggested by McEwan (2004), is activating background knowledge. Activating a learner’s background knowledge is regarded as one of the most effective methods to

improve reading for meaning (Keene & Zimmermann, 1997). In essence, the term background knowledge refers to prior knowledge, which is essential to understand a specific situation. When analysing the EFAL CAPS for Grades 4-6, the term *activating* is used once throughout the entire CAPS document. According to the EFAL CAPS, a learner's prior knowledge should be activated (DBE, 2011b:15) during the pre-reading phase. Additionally, I searched for more examples or explanations of this strategy, but could not find any. More explanations or examples of how to activate a learner's prior knowledge will prove beneficial for a teacher, rather than for a learner (Hailikari *et al.*, 2008). Moreover, at the "Strategies and sub-skills" section, the strategy of activating a learner's background knowledge is incorporated, however, it is not stated explicitly (DBE, 2011b:33). Van der Walt and Evans (2019:177) mention a few strategies that teachers could employ, such as "interest and motivate the learners, activate their pre-knowledge" (background knowledge), "sensitise learners to semantic and cultural content", "teach rhetorical organisation" and "arouse expectation by practising anticipation." When expecting a learner to read a story or a play, background information concerning the setting of the story or play, should be provided to learners. This can enable a learner to activate background knowledge. The same will apply to reading a review (DBE, 2011b:33), as the teacher should provide background information concerning the author. No clear guidance on how to activate a learner's background knowledge successfully is stated, as the EFAL CAPS lacks sufficient detail. As mentioned before, according to Elmore and Sykes (1992:186), "policy statements usually lack sufficient detail", whilst demanding a "high level of discretion and interpretation" from teachers. This, of course, implies that teachers have the necessary level of "discretion and interpretation" along with the necessary pedagogical content knowledge. Teacher pedagogy is an issue in South Africa and may be regarded as a weakness that needs to be addressed, especially if tertiary institutions may or may not educate intermediate phase teachers on how to teach reading strategies (Robinson, 1999:293).

Next, the term 'inference' refers to making assumptions, based on new information being implied, rather than explicitly stated (Bailey, 2019). The skill to make inferences is regarded as an essential skill to read for meaning. The reading strategy of making inferences is not stated in terms of the reading process, when analysing the EFAL CAPS for Grades 4-6. Moreover, the term *inference* is not defined throughout the EFAL CAPS. When consulting the term planning, according to each grade in the EFAL CAPS, the reading strategy of making inferences is stated (DBE, 2011b:43). This can be seen at the "Overall content, skills and strategies table" in the column "Reading and Viewing" (DBE, 2011b), where it is for example, expected of a learner to read a story, and thereafter "make predictions and inferences" (DBE, 2011b:47). No practical example is provided on how to enable a learner to make inferences, as it only states 'making inferences'. According to Robinson (2002:293), the need for a practical example may be the result of a lack of sufficient

pedagogical knowledge in teacher training. Then, when viewing the cognitive levels for formal assessment tasks, there is a criterion for inference, accompanied by the activity required (DBE, 2011b:101). Here, a short explanation of what inference entails is provided, namely that a learner is required to engage “with information explicitly stated in the text in terms of his/her personal experience” (DBE, 2011b:101). Though making inferences is incorporated in the EFAL CAPS, the strategy requires more explicit explanations. Though a policy is viewed as a working document (Elmore & Sykes, 1992:186; Su, 2012), if a teacher is unable to comprehend what it means to make inferences, this teacher will definitely not be able to teach this reading strategy successfully to learners, or any other of McEwan’s (2004) suggested reading strategies of effective readers.

According to McEwan (2004), the skill of monitoring and clarifying implies that a reader is actively thinking while reading; thinking about how to read, as well as understand what is being read. Additionally, monitoring and clarifying occurs during reading and after reading, while comprehending what is read. During my analysis, I realised that the term *monitor* or *monitoring* is not stated once throughout the entire document. The term *clarify* is defined in the glossary section as, “making the meaning of the text clear to the reader” (DBE, 2011b:116). Though the definition of clarifying in the CAPS differs from McEwan’s (2004), the goal of clarifying is indeed to make meaning of a text. The EFAL CAPS neglects to add that the process of clarifying is based on the reader actively thinking while reading. In addition, the EFAL CAPS also states that “turn-taking” requires the reader to restate information in order to clarify the meaning (DBE, 2011b:121). When viewing the post-reading phase, clarifying is stated again, where a learner should summarise information to clarify the meaning of new content (DBE, 2011b:16). The strategy of clarifying as such, is not explicitly explained. The importance of monitoring and clarifying is that this technique builds learner self-confidence, as learners are encouraged by teachers to reflect on personal cognitive processes while reading. Though the term is ill-defined but repeated throughout, the EFAL CAPS does not provide clear examples on how to enable a learner to clarify, whilst the term *monitor* is not mentioned at all. Similarly, the need to define the term *monitor*, accompanied by practical examples, may link to pedagogical issues, as stated by Robinson (2002). The next section focuses on evidence gathered on asking questions as a reading strategy.

Teachers asking questions to learners enables learners to answer questions based on the purpose of a text (McEwan, 2004). These questions can be answered by means of engaging in a dialogue with the teacher and with other learners (McEwan, 2004). When searching for evidence of this strategy in the EFAL CAPS document, it is evident that the strategy of asking questions is not explicitly acknowledged as a reading strategy or explained, yet, to ask questions is mentioned multiple times throughout the EFAL CAPS document. Evidence can be seen in the reading process, the cognitive levels table, assessment tasks, skills to be achieved and term planning

(DBE, 2011b). The EFAL CAPS provides short explanations of different types of questions, for example, “closed questions” are defined as questions with specific answers, along with the example, “Do you like coffee?” The answer must be specific, like yes or no (DBE, 2011b:116). Then, “higher-order questions” are explained as questions which require higher cognitive judgements. Additionally, the EFAL CAPS for Grades 4-6 does not explicitly state that comprehension questions are based on Barret’s Taxonomy (Reeves, 2012). It is stated though that “[F]ormal assessment must cater for a range of cognitive levels” (DBE, 2011b: 101). In essence, Barret’s Taxonomy is based on five levels of reading comprehension, including “literal recognition, re-organisation, inference, evaluation and appreciation” (Reeves, 2012:35). This taxonomy was specifically developed to promote reading comprehension and the language CAPS are the only curricula to prescribe this taxonomy – in all the other CAPS they refer to Bloom’s taxonomy. A study conducted by Zimmerman and Smith (2014), concluded that Barret’s Taxonomy is “integrated in comprehension tasks in a variety of ways” in IP classrooms.

Searching and selecting information assists a learner to locate specific information based on predetermined themes. According to (Bojovic, 2010:2), selective reading enables a learner to achieve specific reading goals, as the identified end-goal is in a learner’s thought processes while reading. When analysing the EFAL CAPS, the term *searching* is not used or stated throughout the entire document. The term *skim* is used as a reading strategy during the pre-reading phase and is also defined in the glossary section as the activity where one reads a “text very quickly to get an overview” (DBE, 2011b:115). Along with skimming is the mentioning of scanning, which is also incorporated during the pre-reading phase throughout. The term *scan* is also defined in the EFAL CAPS glossary section, as the activity “to run one’s eyes over a text in order to find specific information” (DBE, 2011b:115). Though both skimming and scanning are explained, these are not entirely similar to searching, as searching is more intense than skimming and scanning. The term *selecting* is used, and also stated in the writing process and not in the reading process. Here the term is used in the sentence, “select relevant information and organise ideas” (DBE, 2011b:17). Though the example sentence containing the term selecting is not incorrect, it is troublesome that this reading strategy is not acknowledged as part of the reading process. Additionally, the term *selecting* is also repeated throughout, but in terms of “Listening and Speaking” and “Writing and Presenting” (DBE, 2011b:39). This poses a challenge, as this reading strategy is not advocated in the EFAL CAPS, yet research demonstrates the importance of searching and selecting information, and how this can lead to reading for meaning (Cerdán *et al.*, 2011:201; Rogers & Swan, 2004). To follow, is the skill of summarising, and how summarising information is advocated in the EFAL CAPS document.

The term summarising can be defined as the process that occurs when taking large sections of texts and rephrasing these whilst including only key points (Jones, 2018). When summarising, a learner focuses on main ideas and significant details supporting these main ideas. To summarise is mentioned throughout the EFAL CAPS. As stated, the EFAL CAPS also does not include any guidance for a teacher on how to assist learners to summarise content correctly. During the post-reading phase summarising is included, where a learner can “Write a summary to help you clarify and recall main ideas” (DBE, 2011b:16). Additionally, summarising is mentioned under “Writing and Presenting” and “Reading and Viewing” continuously. The reason is that one cannot separate the productive skills (speaking and writing) from the receptive skills (listening and speaking) as those are the skills that learners use to show whether they comprehend or not. Furthermore, in the glossary section the term *restating* is used and not the term summarising. Restating is defined as a reading strategy where a reader retells parts of a text (DBE, 2011b:120). This is the first strategy which is explicitly acknowledged as a reading strategy, however, further detail on how to teach summarising is not stated.

The last reading strategy suggested by McEwan (2004) is to visualise and organise information, which is also addressed under ‘Writing and Presenting’ in the EFAL CAPS. Additionally, the purpose of visualising and organising is to extract and reconstruct information, while building a mental image of new information. In order for a learner to apply this technique successfully, a teacher needs to demonstrate or model how to apply purposive selecting of information, while incorporating selected information graphically. The EFAL CAPS for Grades 4-6 does not explicitly mention this as a reading strategy, however, in the post-reading phase it is incorporated where a learner is required to recall information, by making a “graphic organiser”, outlining the main ideas (DBE, 2011b:16). Furthermore, the concept of organising ideas or material is also repeated throughout the EFAL CAPS, though clear guidance on how to teach this skill to learners, is not provided. Likewise, the EFAL CAPS does not define the term *visualise* or the term *organise* in the glossary section. Thus, it is evident that little attention is given to this reading strategy, without any additional guidance provided to teachers on how to teach this reading strategy.

To conclude, McEwan’s “Seven strategies of highly effective readers” (2004), were discussed, along with how each strategy is highlighted to varying degrees in the EFAL CAPS for Grades 4-6. Van der Walt and Evans (2019:176) argue that the current practice of teaching reading in South African classrooms is: the teacher pre-teaches the vocabulary, reads the text aloud, learners read the text silently, the teacher goes through the questions, the class responds orally or in writing, and the answers are checked. This indicates that little or no attention is given to the teaching of reading strategies. This is worrisome, as the EFAL CAPS for Grades 4-6 aims to produce learners

who are critical thinkers, who can “organise and manage themselves and their activities responsibly” (DBE, 2011b:10).

#### **4.7 SUMMARY OF THE EFAL CAPS FOR GRADES 4-6**

The EFAL CAPS for Grades 4-6 was analysed in-depth in the previous sections. The analysis process of the EFAL CAPS for Grades 4-6 included, firstly, an immersion process, where relevant information was examined to get an overall feel. Thereafter, I reflected on the specific information by taking my research question and research problem into consideration. I then applied coding, specifically open coding, by means of reading through collected data several times and creating labels to synthesise the data. Here, I examined, compared and conceptualised relevant information, by focusing again on my main-research question, my sub-research questions, my research problem and my research aims of this study. I then categorised relevant information and created “knowledge constructs” (Wellington, 2000:136). Reading in the Intermediate Phase is supported throughout the EFAL CAPS document. However, it is evident that more specific explanations and examples to illustrate effective strategies for teaching reading during the phases are missing. The end goal per reading phase is to develop reading for meaning. Then, when synthesising evidence from McEwan’s “Seven strategies of highly effective readers” (2004), as seen in the EFAL CAPS, it is evident that most of the strategies suggested by McEwan (2004) are not incorporated. McEwan (2004) is by no means the gospel, but when one analyses the existing literature on reading strategies, these are mostly mentioned as important. In the next section, I analysed educational documentation of two tertiary institutions, labelled as Tertiary Institution A and Tertiary Institution B. The educational documentation includes study guides and portfolio guides from specific subject modules. Thereafter, I analysed the findings of the two semi-structured interviews. This is followed by a final conclusion, taking all data into consideration.

#### **4.8 AN INTRODUCTION TO PRE-SERVICE TEACHER TRAINING AND THE TEACHING OF READING**

The next section focuses on an analysis of undergraduate teaching material received by two educational institutions. For the purpose of this study, these institutions are referred to as Tertiary Institution A and Tertiary Institution B. The analysis focuses on pre-service teacher training and the teaching of reading.

Additionally, the teaching materials included study guides from methodology, as well as English as subjects offered to pre-service teachers in the process of becoming qualified EFAL subject teachers in the Intermediate Phase. The teaching of reading of Tertiary Institution A is analysed first, followed by the teaching of reading of Tertiary Institution B. For the purposes of this study,

the term *study guide* refers to a guide which assists lecturers to hold “students accountable for the reading” of prescribed material (Vandsburger & Duncan-Daston, 2011:12). Additionally, a study guide contributes to improved academic success (Vandsburger & Duncan-Daston, 2011:12).

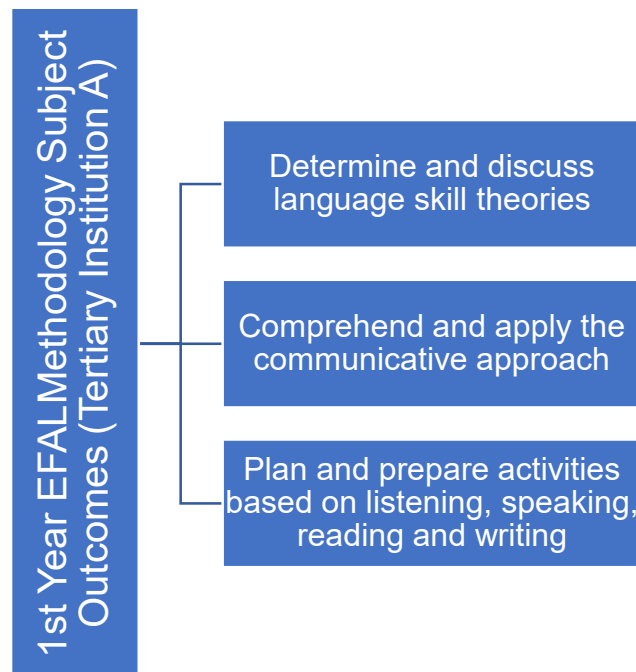
#### **4.9 THE TEACHING OF READING BY TERTIARY INSTITUTION A**

As stated, this section focuses on an analysis of educational material received by Tertiary Institution A. Additionally, the purpose of analysing the educational material is to establish to which extent pre-service teachers are prepared to teach reading when entering a classroom. Tertiary Institution A follows a teaching model based on subject content teaching and separate methodology modules. As such, the material applicable to this section are the study guides of four methodological modules and three compulsory subjects, relevant to the Intermediate Phase starting in the 1<sup>st</sup> year through to the 4<sup>th</sup> year in order to obtain an educational degree. These modules are specifically focused on teaching EFAL in the intermediate phase. The methodology subjects and the compulsory subjects are separate. The methodology subjects provided by Tertiary Institution A focuses on assisting pre-service teachers to develop a deeper understanding of research and the research process. The compulsory subjects, however, focuses on the minimum features to be achieved in order to teach EFAL in the Intermediate Phase. At my disposal, and for reference, the four methodology modules are referred to as 1<sup>st</sup> Year EFAL Methodology, 2<sup>nd</sup> Year EFAL Methodology, 3<sup>rd</sup> Year EFAL Methodology and 4<sup>th</sup> Year EFAL Methodology. Then, the compulsory subjects are referred to as 1<sup>st</sup> Year English Subject, 2<sup>nd</sup> Year English Subject, 3<sup>rd</sup> Year English Subject and 4<sup>th</sup> Year English Subject.

##### **4.9.1 1<sup>st</sup> Year EFAL methodology study guide of Tertiary Institution A**

In the 1<sup>st</sup> Year EFAL Methodology subject study guide, it is immediately evident that the proposed module intends to assist pre-service teachers to become qualified English FAL educators, specialising in the Intermediate Phase. Though this document is only a study guide stipulating what is planned and not an in-depth description of the entire module, it is noted that none of the four language skills (speaking, writing, reading, and listening) are mentioned. There is, however, a large section allocated to the challenges with which one is faced when attempting to acquire an L2, specifically English as an L2. This section also explains the purpose of this module clearly (Tertiary Institution A, 2020:7). As such, Tertiary Institution A acknowledges that acquiring an L2 is not only a cognitive process, but rather a “psycholinguistic process” (Tertiary Institution A, 2020:7). Tertiary Institution A (2020:7) continues by stating that the “language acquisition device” is “operational for third language acquisition, but that it is less effective once one reaches puberty”. Tertiary Institution A (2020:7) then links language acquisition to the importance of pre-service

teachers attending classes, as classes provide pre-service teachers the opportunity to “participate freely in the communication activities designed to facilitate language acquisition”. In addition, Tertiary Institution A (2020:7) makes an important statement: “English cannot be learned, you have to acquire it through a long (and sometimes demanding) process”. This statement is supported by Corder (1982:80), as language acquisition is a “cognitive progression”, where “a learner gets hold of language spontaneously with other worldly toils and expertise”. When continuing the analysis of the 1<sup>st</sup> Year EFAL Methodology Subject guide, there is a section included based on outcomes to be achieved by the end of the module. Here, all three outcomes link to reading, as seen in Figure 4.3.



**Figure 4.3: Outcomes to be achieved after the completion of 1<sup>st</sup> Year methodology subject (Tertiary Institution A, 2020: 7)**

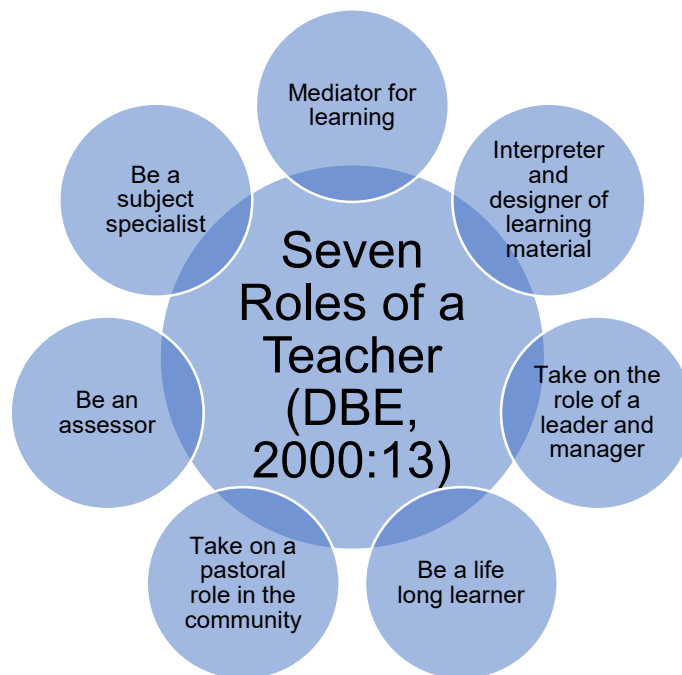
The purpose of Figure 4.3 is to demonstrate that though the 1<sup>st</sup> Year EFAL Methodology Subject module does not explicitly focus on the teaching of reading or reading skills, reading is not neglected. Reading links to all three outcomes to be achieved after the completion of the 1<sup>st</sup> Year EFAL Methodology Subject provided by Tertiary Institution A. Additionally, there is a focus on the planning of specific activities to teach the skills – something that is missing in the CAPS analysis and necessary for SA teachers.

Furthermore, the 1<sup>st</sup> Year EFAL Methodology Subject guide ends by stating the outcomes to be achieved by pre-service teachers. Tertiary Institution A highlights the challenges when attempting to acquire an L2 and incorporates reading in the module outcomes explicitly. It is highlighted that

English as an L2 should be acquired and that this process of acquiring an L2 is time consuming, and the process cannot be rushed. A suggestion is to focus more explicitly on reading skills, and to focus on sufficient language development and the benefits of fully acquiring an L2. Next, follows an analysis of the 2<sup>nd</sup> Year Methodology subject study guide.

#### 4.9.2 2<sup>nd</sup> Year EFAL methodology study guide of Tertiary Institution A

It is noted that the study guide for 2<sup>nd</sup> EFAL Year Methodology is much more detailed than the study guide for 1<sup>st</sup> EFAL Year Methodology. In the introductory section, it is obvious that this study guide will assist pre-service teachers to become competent EFAL teachers, along with developing a career where the “Seven Roles of a Teacher” is practised, as stated in the “Norms and standards for educators” (DBE, 2000b:13). The “Seven Roles of a Teacher” (DBE, 2000:13) is seen in Figure 4.4.



**Figure 4.4: “Seven roles of a teacher” (DBE, 2000b)**

The aim of Figure 4.4 is to summarise the “Seven Roles of a Teacher”, as introduced by the Department of Education (2000b:13). As such, Tertiary Institution A focuses on preparing pre-service teachers to practise these seven roles when teaching EFAL to the Intermediate Phase. Additionally, the “Seven Roles of a Teacher” are also explained clearly in the study guide (Tertiary Institution A, 2020:10).

Moreover, the 2<sup>nd</sup> Year EFAL Methodology study guide also includes subject planning (Tertiary Institution A, 2020:3). When analysing the lesson plan schedule, multiple reading activities are

stipulated. First, it is expected of pre-service teachers to do a presentation on the process of shared reading. This presentation should include sections allocated to the purpose of reading a title, the function of skimming and scanning a passage, language structures evident when reading a passage and the purpose of reading aloud (Tertiary Institution A, 2020:5). Hereafter, pre-service teachers are expected to develop a plan in order to improve reading (Tertiary Institution A, 2020:5). Much attention is given towards pre-service teachers becoming acquainted with the aspects of reading, such as developing reading activities, applying reading strategies and developing an understanding for different types of reading. These aspects of reading relate to McEwan’s (2004) reading strategies of effective readers. Pre-service teachers may be able to develop reading activities while incorporating McEwan’s (2004) seven suggested reading strategies of effective readers. According to Donnelly (2018:1), shared reading is an “interactive read-aloud experience”, accompanied by adult support, where a learner is reading a passage. Shared reading relies greatly on the teacher modelling correct pronunciation, applying proper fluency and being aware of when to use clues from the context to make meaning (Donnelly, 2018). Additionally, shared reading focuses more on learner experiences, rather than actual reading for meaning, though it is beneficial for a learner at any literacy development stage (Donnelly, 2018). Table 4.1 demonstrates the reading activities and assessment tasks prescribed during the semester by Tertiary Institution A:

<b>Reading Assessment Task</b>	
<b><i>Task Focus</i></b>	<b><i>Expectations</i></b>
Presentation on shared reading	Pre-service teachers should present a presentation, based on shared reading, focusing on: <ul style="list-style-type: none"> <li>• Explaining the importance of a choice of text</li> <li>• Reading strategies suitable for the selected text</li> <li>• How to apply shared reading using the selected text</li> <li>• Assessing shared reading</li> </ul>
Action plan to improve reading	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Analyse reading results</li> <li>• Determine strengths, weaknesses, opportunities, and threats</li> <li>• Set reading goals</li> <li>• List reading strategies which will be applied to improve reading</li> <li>• Set reading timelines</li> <li>• State resources required</li> <li>• Explain how reading progress will be measured</li> </ul>

**Table 4.1: Summary of reading assessment tasks and activities included in the 2<sup>nd</sup> Year EFAL Methodology Subject (Tertiary Institution A, 2020:5)**

The purpose of Table 4.1 is to demonstrate which pre-service assessment tasks and activities are based on reading during the 2<sup>nd</sup> Year EFAL Methodology subject. As seen in Table 4.1, multiple tasks focus explicitly on reading and the teaching of reading strategies.

Furthermore, it is stated in the 2<sup>nd</sup> Year EFAL Methodology study guide that the objective of this module is to sufficiently prepare teachers for an ever-changing world (Tertiary Institution A, 2020:8). Moreover, the 2<sup>nd</sup> EFAL Year Methodology subject claims to develop an understanding for education (Shulman & Shulman, 2004:261). At the teaching and learning strategy for the year, it is stated that EFAL will assist pre-service teachers to bridge the gap in the current literacy crisis faced in South Africa. This may link to reading, as it is evident from previous literature that the literacy crisis refers to low reading proficiency levels of South African learners, as seen in past Progress in International Reading and Literacy Studies (PIRLS, 2006, 2011 & 2016), as well as the Annual National Assessment Report (ANA) for (Grades 4 – 6) (DBE, 2014). To conclude, the 2<sup>nd</sup> Year EFAL Methodology subject study guide focuses on the importance of reading. The study guide also incorporates objectives and principles which pre-service teachers must follow to become competent intermediate phase EFAL teachers. Following is an analysis of the 3<sup>rd</sup> Year EFAL Methodological subject study guide.

#### **4.9.3 3<sup>rd</sup> Year EFAL methodology study guide of Tertiary Institution A**

This section entails an analysis of the 3<sup>rd</sup> Year EFAL Methodology study guide from Tertiary Institution A. Noted are the similarities in the study guides between 2<sup>nd</sup> Year EFAL Methodology and 3<sup>rd</sup> Year EFAL Methodology. The introductory section is similar, where it is stated that this module will assist pre-service intermediate phase EFAL teacher to become competent teachers. Again, the “Seven Roles of a Teacher” are stated, however, in this study guide it states that these principles will be incorporated in all activities to be completed throughout this module (Tertiary Institution A, 2020:1). Then, the term planning is similar to the 2<sup>nd</sup> Year EFAL Methodology study guide, as it states that 7 weeks will be allocated to develop reading (Tertiary Institution A, 2020:1). Again, the semester begins with the skill of reading. As seen in the 2<sup>nd</sup> Year EAL Methodology subject study guide, there is a focus on shared reading, after pre-service teachers have discussed the EFAL Grades 4-6 CAPS document. A possible reason for the focus on shared reading throughout may be the result of overcrowded classroom contexts in the Intermediate Phase. This is a reality with which teachers are faced in the South African context (West & Meier, 2020). Most of the assessment tasks based on reading in 2<sup>nd</sup> Year EFAL Methodology are repeated, such as delivering a presentation on shared reading and developing an action plan to improve reading. These activities may reveal interesting comparisons in terms of the professional growth of pre-service teachers from one year to the next. Before presenting a presentation on shared reading, however, pre-service teachers will partake in a lesson presented by a lecturer at Tertiary

Institution A based on reading strategies. The reading strategies lesson will elaborate on activating a learner’s background knowledge and skimming and scanning. There is a risk that repeating reading activities and assessment tasks may lead to pre-service teachers stagnating. Additionally, the suggested tasks based on reading may not enable a pre-service teacher to successfully apply the “Seven Roles of a Teacher”. To explain, the “Seven Roles of a Teacher” include that the teacher should act as mediator who should possess sufficient subject knowledge (DBE, 2000b:13). Along with this, the teacher should also be able to interpret and design learning programmes, according to specific requirements and certain contexts (DBE, 2000b:13). The suggested teaching plan, as well as the suggested themes based on reading as perceived in the 3<sup>rd</sup> Year EFAL Methodology Subject study guide, shows that reading is an important focus in the training of pre-service teachers. Subsequently, the 4<sup>th</sup> Year EFAL Methodology study guide is analysed in the next section.

#### 4.9.4 4<sup>th</sup> Year EFAL methodology study guide of Tertiary Institution A

This section is based on an analysis of the 4<sup>th</sup> Year EFAL Methodology study guide from Tertiary Institution A. This study guide is the most elaborate of them all when taking the term planning, task outlines and overall descriptions into consideration. Again, the study guide starts with highlighting the importance of participation in the module as this will lead to a pre-service teacher becoming a qualified intermediate phase EFAL teacher. As seen in the 2<sup>nd</sup> Year EFAL, as well as the 3<sup>rd</sup> Year EFAL Methodology study guide, there is a focus on pre-service teachers to demonstrate the “Seven Roles as a Teacher” during their career as a teacher. When analysing the 4<sup>th</sup> Year EFAL Methodology subject further, it is clear that there is not a specific time allocation for reading. There are, however, 7 weeks allocated in Term 3 for intervention, which may be include reading. Additionally, pre-service teachers are also expected to submit an assessment task based on reading aloud and speaking which will link to a proposed intervention, as pre-service teachers are given a reading dysfunction tool to use during the assessment task. This dysfunction tool includes symbols to indicate reading errors or issues with the reading delivered by a reader. Table 4.2 demonstrates the assessment task:

<b>Reading Assessment Task</b>	
<b>Activity</b>	<b>Focus on Reading</b>
Develop a reading aloud rubric	<ul style="list-style-type: none"> <li>• Develop the rubric according to the EFAL Grades 4-6 CAPS.</li> <li>• Assess the reading of a learner by using the designed rubric.</li> </ul>
Indicate reading errors	<ul style="list-style-type: none"> <li>• Indicate errors by using the dysfunctional tool.</li> <li>• Add a picture of how this tool has been used.</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• Provide learner feedback.</li> <li>• Suggest improvement strategies.</li> </ul>

Prepare a notice	<ul style="list-style-type: none"> <li>• Prepare a notice for parents on the importance of reading aloud.</li> </ul>
------------------	--

**Table 4.2: Semester reading assessment task (Tertiary Institution A, 2020)**

As seen in Table 4.2, Tertiary Institution A includes a task based on pre-service teachers' development of an understanding to teach reading. Though this task only focuses on reading aloud, pre-service teachers will be made aware of reading challenges, as they are expected to use a reading dysfunction tool provided by Tertiary Institution A.

Furthermore, the 4<sup>th</sup> Year EFAL Methodology's study guide's Term 1 is based on lesson plans, and when viewing the detailed plan, there is some incorporation of reading as a skill. For the detailed lesson plan, pre-service students are expected to design an EFAL teaching plan, incorporating time allocated to each skill, accompanied by suitable activities for each skill. It is assumed here that reading will be included, as it is one of the four language skills. There is time allocated for reading in the lesson planning of term 2 as well, where pre-service teachers should discuss reading and also design a plan on how to improve reading. It is clear that the training of pre-service teachers in terms of reading is also focusing on practical implementation of skills.

As stated previously, term 3 is based on intervention. In the purpose of the subject description table, it is stated that pre-service teachers must possess high literacy skills, as well as hold knowledge concerning the curriculum (Tertiary Institution A, 2020:9). This is extremely important as teacher knowledge in South African classrooms is a problem contributing to low reading levels of South African learners, as supported by Davenport *et al.* (2019) and Stoller and Grabe (2001). To conclude, after the 4<sup>th</sup> Year EFAL Methodology study guide analysis, it is evident that attention is given to prepare pre-service teachers to teach reading at Tertiary Institution A.

#### **4.9.5 1<sup>st</sup> Year English Major Subject**

This section focuses on an analysis of the 1<sup>st</sup> Year English Major Subject from Tertiary Institution A, which is a compulsory English subject for pre-service teachers who want to become qualified intermediate phase teachers. In the introductory section, it is made clear that all pre-service teachers must attain high performance levels in English (Tertiary Institution A, 2021:1). Additionally, it is expected that pre-service teachers should be able to teach other subjects through medium of English and be able to teach English as an FAL. Moreover, the purpose of the 1<sup>st</sup> Year Subject is to develop pre-service teachers' language skills, specifically listening, speaking, reading and writing. This may prove beneficial, as a pre-service teacher will not be able to teach the four language they have not fully mastered the four language skills themselves. The purpose of the subject is followed by stating the learning outcomes of the 1<sup>st</sup> Year Subject. The

outcomes, relating to reading strategies, consist of acquiring sufficient subject knowledge based on English as an FAL, accompanied by acquiring high literacy levels (Tertiary Institution A, 2021:6). These two outcomes relate to reading, as a pre-service teacher should hold adequate subject knowledge in order to teach reading competently, as supported by Davenport *et al.* (2019). Literacy levels may refer to the reading habits of pre-service teachers themselves, as high literacy levels may include being familiar with texts that are suitable for learners in their phase. The 1<sup>st</sup> Year Subject study guide also includes “cross-field outcomes” (Tertiary Institution A, 2021:6). Initially, the meaning of “cross-field outcomes” was unclear to me, but upon further reading, I understood it as referring to the holistic development of a pre-service teacher. The “cross-field outcomes” based on reading include the necessity to demonstrate competence in all four language skills, followed by the application of collecting, analysing and organising new information (Tertiary Institution A, 2021:6). Additionally, to collect, analyse and organise information indirectly, link to McEwan’s “Seven strategies of highly effective readers”, as discussed in the EFAL CAPS analysis section (McEwan, 2004). The 1<sup>st</sup> Year English Major Subject guide does not present any additional information, elaborating or detailing topics with which to be dealt, according to each semester or term.

In conclusion, reading is not explicitly included throughout the entire study guide. To follow is an analysis of the 2<sup>nd</sup> Year English Subject guide.

#### **4.9.6 2<sup>nd</sup> Year English Major Subject**

This section focuses on an analysis of the 2<sup>nd</sup> Year English Major Subject guide, as provided by Tertiary Institution A. The introductory section of the 2<sup>nd</sup> Year English Major Subject guide is much more detailed than the 1<sup>st</sup> Year English Major Subject guide. This is to be expected as there needs to be progression in terms of knowledge acquisition. As such, pre-service teachers are expected to develop competence in the four language skills, which is similar to the introductory section of the 1<sup>st</sup> Year English Major Subject guide. Here, pre-service teachers are also expected to demonstrate confidence in English language proficiency and should feel empowered to teach English as an FAL (Tertiary Institution A, 2020:3). Pre-service teacher empowerment may lead to more self-confidence, enabling pre-service teachers to feel better prepared to teach reading (Jung *et al.*, 2011:2). According to Jung *et al.* (2011:12), teacher confidence, however, can only occur if there is an improvement in pre-service teacher training and if pre-service teachers are exposed to certain situations. Jung *et al.* (2011:2) add by stating that pre-service teachers must also possess subject knowledge and be able to utilise interventions if required. When further analysing the 2<sup>nd</sup> Year English Major Subject guide, it is evident that the module outcomes, as well as the “cross-field outcomes” are similar to those stated in the 1<sup>st</sup> Year English Subject guide. Moreover, the 2<sup>nd</sup> Year English Major Subject guide contains a table based on the topics which should be

presented throughout the academic year. The topics are divided between language topics and literature topics. Reading and aspects of reading are included in both the planning of the language topics, as well as the literature topics, as seen in Table 4.3.

<b>Reading and Aspects of Reading</b>	
<b>Language Topics</b>	<b>Literature</b>
<ul style="list-style-type: none"> <li>• Key concepts of phonetics</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>
<ul style="list-style-type: none"> <li>• Description of English vowels and consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Critical reading skills</li> </ul>
<ul style="list-style-type: none"> <li>• Phonetic script</li> </ul>	
<ul style="list-style-type: none"> <li>• Phonics in the Foundation Phase</li> </ul>	

**Table 4.3: Aspects of reading included in the semester topics (Tertiary Institution A, 2021:12)**

When viewing Table 4.3, it is evident that the explicit teaching of reading strategies are not included in the semester topics. However, phonetics and phonics are part of the building blocks of reading. Phonetics and phonics might not refer directly to McEwan’s (2004) reading strategies, but they are still part of reading strategies.

Reading is not neglected, as there is a focus on phonics and phonetics and how these link to reading. Phonics and phonetics are necessary for sufficient reading development to occur. Additionally, critical reading skills are incorporated, though the critical reading skills are not explicitly stated when analysing the 2<sup>nd</sup> year English Major Subject guide. According to Pardede (2007:4), critical reading skills consist of reading between the lines, deriving meaning from written words, questioning, analysing and forming judgements, differentiating between facts and opinions and not being influenced by the writer’s viewpoint.

When continuing with the analysis, it is evident that the term *reading strategies* is not mentioned in the literature focus table, yet pre-service teachers are expected to read suggested novels and complete activities based on the novels. To conclude, it is evident from the 2<sup>nd</sup> Year English Subject guide analysis that the overall focus of this module is on the development of gaining a deeper understanding of phonics, phonetics and pronunciation. To follow, is an analysis of the 3<sup>rd</sup> Year English Subject guide.

#### **4.9.7 3<sup>rd</sup> Year English Major Subject**

This section focuses on an analysis of the 3<sup>rd</sup> Year English Major Subject guide, provided by Tertiary Institution A. Similar to the 1<sup>st</sup> and 2<sup>nd</sup> Year English Major Subject guide, is the inclusion

of an introductory section based on the purpose of the module. The introductory section of the 3<sup>rd</sup> Year English Subject also highlights the importance of pre-service teachers becoming adept in the “decoding and encoding of listening, speaking, reading and viewing, writing and presenting” (Tertiary Institution A, 2021:3). Again, there is mention of further developing and adding to “your tool kit of skills to enable you to teach through the medium of English” (Tertiary Institution A, 2021:3). Also similar to the 1<sup>st</sup> and 2<sup>nd</sup> Year study guide, is listing learning outcomes to be achieved when completing this module. The learning outcomes are similar to those of the 1<sup>st</sup> and 2<sup>nd</sup> Year study guide learning outcomes. The 3<sup>rd</sup> Year English study guide also includes a section based on the content and themes included for the semester. Here, an entire section focuses on reading and viewing strategies, as seen in Table 4.4.

Reading and Viewing Strategies Topics
<ul style="list-style-type: none"> <li>• “Review reading purposes” and reading strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Reading in the EFAL CAPS for Grades 4-6.</li> </ul>
<ul style="list-style-type: none"> <li>• How to read visual texts.</li> </ul>

**Table 4.4: Reading and viewing themes implemented in the 3<sup>rd</sup> Year English Major Subject guide (Tertiary Institution A, 2021: 11)**

The purpose of Table 4.4 is to demonstrate how the teaching of reading and reading strategies are incorporated by Tertiary Institution A in the module. Though named “Reading and Viewing”, there is an explicit focus on reading strategies.

Pre-service teachers are expected to identify the purpose of reading, which will assist in reading for meaning, as well as reading strategies. Hereafter, pre-service teachers are expected to study reading, as seen in the EFAL CAPS for Grades 4-6, followed by stating how different visual texts should be read. It is a very positive sign that reading strategies are specifically mentioned. Interviews with lecturers may have shed light on which strategies are taught to students or expected of them to teach. As mentioned earlier, reading and literacy are not limited to written texts, but include visual, auditory, spatial and gestural material. Pre-service teachers in their third year at Tertiary Institution A, are trained how to read visual texts, as is evident from the study guide. The focus on reading strategies by Tertiary Institution A relate to McEwan’s (2004) suggested reading strategies. Pre-service teachers may be able to apply McEwan’s (2004) suggested reading strategies successfully when teaching EFAL to intermediate phase learners, resulting in EFAL learners improving reading for meaning.

There is no other mention of reading, or the teaching of reading in the 3<sup>rd</sup> Year English Subject guide module, with the study guide ending after an outline of the themes to be dealt with throughout the semester. Tertiary Institution A addresses reading in the 3<sup>rd</sup> Year English Subject. Next is an analysis of the 4<sup>th</sup> Year English Subject guide.

#### 4.9.8 4<sup>th</sup> Year English Major Subject

The next section focuses on the analysis of the 4<sup>th</sup> Year English Major Subject guide, as made available by Tertiary Institution A. Noted is that the introductory section of the 4<sup>th</sup> Year English Major Subject guide is similar to the introductory section of both the 1<sup>st</sup> and 2<sup>nd</sup> Year English Major Subject guides. However, more is expected from pre-service teachers, as this module should enable pre-service teachers to add skills to their personal tool kit, based on teaching through English as a medium of instruction (Tertiary Institution A, 2021:3). The 4<sup>th</sup> Year English Major Subject guide is much more detailed than the previous two study guides, and also includes a personal portfolio to be compiled by pre-service teachers. The portfolio focuses on reading throughout various sections, as seen in Table 4.5.

<b>Personal Portfolio</b>	
<b><i>Portfolio Sections</i></b>	<b><i>Focus on Reading</i></b>
Introduction	<ul style="list-style-type: none"> <li>• Explain his/her teaching philosophy.</li> <li>• Explain how he/she developed as an English teacher.</li> </ul>
Foundations of teaching English	<ul style="list-style-type: none"> <li>• Explain language acquisition.</li> <li>• Explain linguistics and sociolinguistics of different texts.</li> <li>• Explain the pragmatics of English.</li> </ul>
Literary studies	<ul style="list-style-type: none"> <li>• Provide evidence of a completed reading list.</li> </ul>
Teaching approaches	<ul style="list-style-type: none"> <li>• Name and define different teaching approaches.</li> </ul>
Reading methodologies	<ul style="list-style-type: none"> <li>• Name different reading strategies.</li> <li>• Explain activities according to different reading strategies.</li> <li>• Reflect on reading methodologies.</li> </ul>

**Table 4.5: How reading is incorporated throughout the 4<sup>th</sup> Year English Major Subject portfolio assignment from Tertiary Institution A (2021:13)**

It is evident from Table 4.5 that the 4<sup>th</sup> Year English Major Subject portfolio assignment focuses extensively on reading throughout. There is also a section allocated explicitly for reading methodologies and what these methodologies entail. This may give pre-service teachers the

opportunity to demonstrate their knowledge concerning reading for meaning and the development of reading strategies. Additionally, pre-service teachers are expected to read books such as “Beautiful child” by Torey Hayden and “Buckingham Palace” by Richard Rive. After reading a novel, pre-service teachers are expected to discuss the characters in the novel, as well as themes evident in the novel. This shows a commitment to get pre-service teachers to be readers themselves, since teachers “lose touch with why reading matters” if teachers do not read themselves. (Tertiary Institution A, 2021: 13). During 4<sup>th</sup> Year English Major Subject portfolio assignment includes theoretical and practical focus.

Additionally, the 4<sup>th</sup> Year English Subject guide also includes an outline based on a six-week introductory online course, based on reading strategies when starting the semester. The reading strategies include: prediction, making connections, questioning and monitoring understanding (Tertiary Institution A, 2021:4). To conclude, the 4<sup>th</sup> Year English Subject guide focuses on reading throughout.

#### **4.9.9 Summary of the teaching of reading by Tertiary Institution A**

Educational material received by Tertiary Institution A was analysed in detail. As stated, the purpose of analysing the educational material is to establish how well pre-service teachers are prepared to teach reading upon entering a classroom. The methodological subject study guides incorporate objectives and principles which pre-service teachers must follow to become competent intermediate phase EFAL teachers. When concluding the subject, which pre-service students are obligated to have, it is evident that more attention is given to reading, especially the teaching of reading and reading strategies.

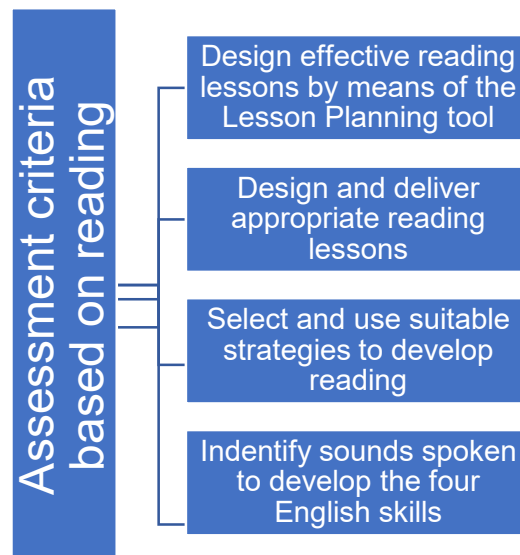
#### **4.10 TEACHING OF READING BY TERTIARY INSTITUTION B**

The next section focuses on educational documentation provided by Tertiary Institution B. The educational documentation which was analysed included study guides from both English First Additional Language and English compulsory subjects. At Tertiary Institution B, the methodology and content are combined in one module in the integrated model. Tertiary Institution B incorporates reading differently from Tertiary Institution A, since specific modules are based on the teaching of reading.

For the purposes of this study, the EFAL Subjects are referred to as 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject and 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject. Additionally, the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject and the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject consist of the module study guide and the evidence of performance guide.

#### 4.10.1 2<sup>nd</sup> Year 1<sup>st</sup> semester EFAL subject

This section focuses on an analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide, as provided by Tertiary Institution B. Similar to the study guides of Tertiary Institution A, there is an introductory section stating the purpose of this module. In the introductory section it is stated that this module aims to equip pre-service teachers “with the necessary skills and knowledge to become an English teacher in the Intermediate Phase” (Tertiary Institution B, 2021:1). Hereafter is a section which focuses on what the teaching and learning of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject module entails. This section consists of a short description based on pre-service teachers’ development on a personal level, an academic level and a pedagogical level. Including this may prove beneficial, especially the pedagogical section, as previous research demonstrates that teacher pedagogy is adding to the current reading problems in South Africa (Carnoy & Chisholm, 2008; Mashau, 2012:1). Additionally, the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide contains a table based on specific outcomes to be demonstrated by pre-service teachers, as well as specific assessment criteria to demonstrate the specified outcomes (Tertiary Institution B, 2021:3). Here, multiple assessment criteria and outcomes focus on reading, as seen in Figure 4.5. In essence, four assessment criteria and outcomes explicitly focus on reading: designing a reading lesson, present a reading lesson, apply reading strategies and develop the four English skills (speaking, writing, reading and listening).



**Figure 4.5: 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL subject assessment criteria (Tertiary Institution B, 2021:3)**

As seen in Figure 4.5, Tertiary Institution B focuses on pre-service teacher training in teaching reading by focusing on multiple aspects of reading. The various aspects of reading are also included in the assessment criteria, thus, Tertiary Institution B will be able to determine if pre-

service teachers demonstrate the stated criteria or not. Additionally, the purpose of Figure 4.5 is to demonstrate that Tertiary Institution B focuses on reading throughout the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject.

During further analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide, a section is allocated to explain each planned study unit for the semester ahead. This module consists of four study units, with every study unit focusing on some aspect of reading, as seen in Table 4.6.

Study Unit	Focus on Reading – Learning Outcomes
Study Unit 1: “Introduction to the nature of language and language teaching”.	Pre-service teachers should be able to demonstrate an understanding of: <ul style="list-style-type: none"> <li>• The nature and purpose of a language.</li> <li>• Brain functionality during language acquisition.</li> <li>• Theories to teach EFAL.</li> </ul>
Study Unit 2: “Introduction to Linguistics”.	Pre-service teachers should be able to demonstrate an understanding of: <ul style="list-style-type: none"> <li>• The branches of linguistics.</li> <li>• Pronunciation in English.</li> <li>• The importance of phonetics.</li> <li>• How to teach pronunciation and phonetics in English.</li> </ul>
Study Unit 3: “Poetry and folklore in an EFAL intermediate phase classroom”.	Pre-service teachers should demonstrate an understanding of multilingualism by: <ul style="list-style-type: none"> <li>• Teaching the four English skills by means of using poetry and folklore.</li> </ul>
Study Unit 4: “Multilingualism and EMI”.	Pre-service teachers should demonstrate an understanding of using English as Language of Learning and Teaching (LoLT) by means of: <ul style="list-style-type: none"> <li>• Understanding the difference between BICS and CALP.</li> <li>• Teaching across the curriculum.</li> </ul>

**Table 4.6: The focus on reading throughout the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject study units (Tertiary Institution B, 2021:5)**

As seen in Table 4.6, Tertiary Institution B incorporates reading throughout all four units of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject module. These modules include an “Introduction to the nature of language”, an “Introduction to linguistics”, “Poetry and folklore in an EFAL IP classroom” and “Multilingualism and EMI” (Tertiary Institution B, 2021:5). Unit 4, “Multilingualism and EMI” focuses explicitly on making pre-service teaches aware of the difference between BICS and CALP, which also link to sufficient reading development. There are similarities here with Institution A, especially

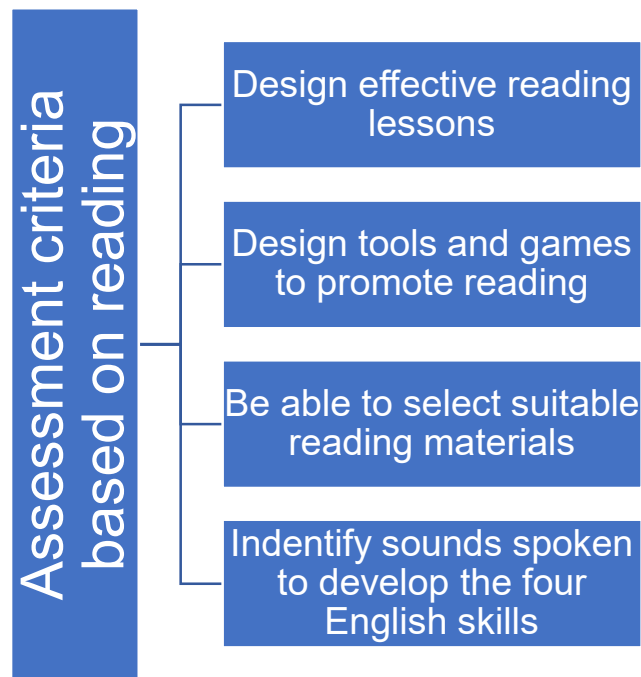
the learning outcomes of an “Introduction to the nature of language”. The purpose of Table 4.6 is to demonstrate that Tertiary Institution B is focusing on some aspects of reading throughout.

The 2<sup>nd</sup> Year 1<sup>st</sup> Semester Subject guide ends after an explanation of the four study units for the semester. It is evident from the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide that reading is not neglected by Tertiary Institution B.

However, the teaching of reading for meaning and the explicit teaching of reading strategies are not outlined in the study guide. It is important to remember that a study guide is only a guideline of what is to be taught and not a detailed document (Vandsburger & Duncan-Daston, 2011:12). The next section focuses on an analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide.

#### **4.10.1.1 2<sup>nd</sup> Year 1<sup>st</sup> semester EFAL performance guide**

This section focuses on an analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester Performance guide, as provided by Tertiary Institution B. Initially, the introduction to the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide is similar to the compulsory subjects provided by Tertiary Institution A, as the end-goal of the module is to equip pre-service teachers to become competent English FAL teachers (Tertiary Institution B, 2021:4). Additionally, the study guide also contains a section explaining the different levels of teaching and learning of which pre-service teachers should be aware. This is advantageous for pre-service teachers as it includes a short description of the importance of pedagogic development and how this module will be instrumental in this. Moreover, pedagogical knowledge (PK) can be defined as knowledge which enables an individual to teach aspects applicable to specific teaching areas. A synonym for PK is general pedagogical knowledge (GPK), allowing for the distinction between “knowledge of how to teach generally and knowledge of how to teach a particular subject area, which is usually referred to as pedagogical content knowledge (PCK)” (Shulman, 1987:8). General pedagogical knowledge (GPK) is described as “those broad principles and strategies of classroom management and organisation that appear to transcend subject matter” (Shulman, 1987:8). Research suggests that pre-service teachers lack knowledge in pedagogy (Guerriero, 2017; Hill *et al.*, 2005). Along with this is a table based on assessment criteria and the outcomes to be mastered, which will also develop pedagogical knowledge (Tertiary Institution B, 2021:3). Here, multiple assessment criteria and outcomes focus on reading, as seen in Figure 4.6.



**Figure 4.6: 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance Guide Criteria (Tertiary Institution B, 2021:4)**

As seen in Figure 4.6, Tertiary Institution B focuses on pre-service teacher training to design effective reading lessons in which reading strategies may be incorporated. Additionally, the purpose of Figure 4.6. is to demonstrate that there is a focus on training pre-service teachers to design effective reading lessons. Similar to Tertiary Institution A, Tertiary Institution B focuses on the practical implementation of skills. Students are expected to apply their knowledge on reading and strategies by designing suitable lessons.

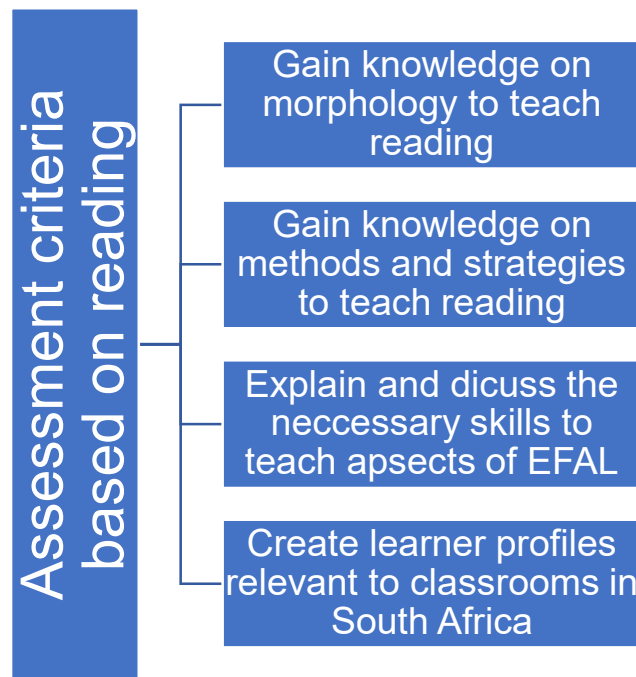
When continuing to analyse the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide, it is noted that there is a section allocated to explaining each study unit for the semester. This specific module consists of four study units with every study unit focusing on some aspect of reading, as seen previously in Table 4.6. An explicit focus on reading throughout study unit one to four is evident where pre-service teachers should demonstrate an understanding of EFAL theories, brain functionality during language acquisition, phonics and pronunciation associated with language, how to teach the four English skills, and the difference between BICS and CALP. Phonics is also one of the 5 pillars of reading together with phonemic awareness, vocabulary, fluency and reading comprehension (Mehta *et al.*, 2005). Phonics, specifically, teaches a learner how written language and spoken language are related, developing a learner's reading and spelling of words (Mehta *et al.*, 2005).

As seen in Table 4.6, there is a focus on reading, as well as aspects of reading. Maybe reading strategies could be incorporated explicitly as a learning outcome. Reading is not neglected and is incorporated throughout every study unit during the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide.

The 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide is concluded after the study units. When viewing the analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide, it is evident that reading is incorporated throughout. A highlight here is to include the importance of pre-service teacher pedagogy and to focus on the development of pedagogy. The next section focuses on an analysis of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject guide.

#### **4.10.2 2<sup>nd</sup> Year 2<sup>nd</sup> semester EFAL subject**

The introductory section of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide and the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject guide are similar since the introductory section focuses on explaining the purpose of this module. Tertiary Institution B highlights personal proficiency development growth demonstrated by pre-service teachers (Tertiary Institution B, 2021:3). Recognising personal growth is beneficial, as personal growth achieved “at an individual level or throughout an institution’s culture, forms the basic foundation of one’s way of being” (Jain *et al.*, 2015:41). Similar to the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide, is a section based on teaching and learning on a personal level, an academic level and a pedagogic level (Tertiary Institution B, 2021:4). The explanation of these is similar to the explanations seen in the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Subject guide. Additionally, the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester Subject guide also contains a table based on specific outcomes to be demonstrated by a pre-service educator, as well as specific assessment criteria to demonstrate the specified outcomes (Tertiary Institution B, 2021:3). Again, multiple assessment criteria and outcomes focus on reading, as seen in Figure 4.7.



**Figure 4.7: 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject Assessment Criteria (Tertiary Institution B, 2021:3)**

As seen in Figure 4.7, Tertiary Institution B focuses on incorporating aspects of reading throughout. It is evident that the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject module incorporates reading more explicitly, though the explicit teaching of reading strategies is not included.

A section allocated towards explaining each study unit planned for the semester ahead is included, similar to the 2<sup>nd</sup> Year 1<sup>st</sup> Semester study guide. This module also consists of four study units, with every study unit focusing on some aspect of reading, as seen in Table 4.7. The study units focus on reading by means of expecting pre-service teachers to produce reading resources, develop an understanding for morphology, select methods to teach reading, apply suitable reading strategies and differentiate between BICS and CALP.

Study Unit	Focus on Reading – Learning Outcomes
Study Unit 1: “Short stories and novels in the Intermediate Phase EFAL classroom”.	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Produce sufficient teaching resources.</li> </ul>
Study Unit 2: “Morphology and language structures and conventions.”	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Apply knowledge based on morphology to teach English.</li> <li>• Apply morphology knowledge to teach reading.</li> </ul>
Study Unit 3: Lesson planning to teach reading.	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Select suitable methods to teach reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe and recognise learner diversity.</li> <li>• Use suitable reading strategies during lessons.</li> </ul>
Study Unit 4: “Multilingualism and EMI”.	Pre-service teachers should be able to <ul style="list-style-type: none"> <li>• Distinguish between BICS and CALP.</li> <li>• Teaching through English as a Medium of Instruction.</li> </ul>

**Table 4.7: The focus on reading throughout the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject study units (Tertiary Institution B, 2021:5)**

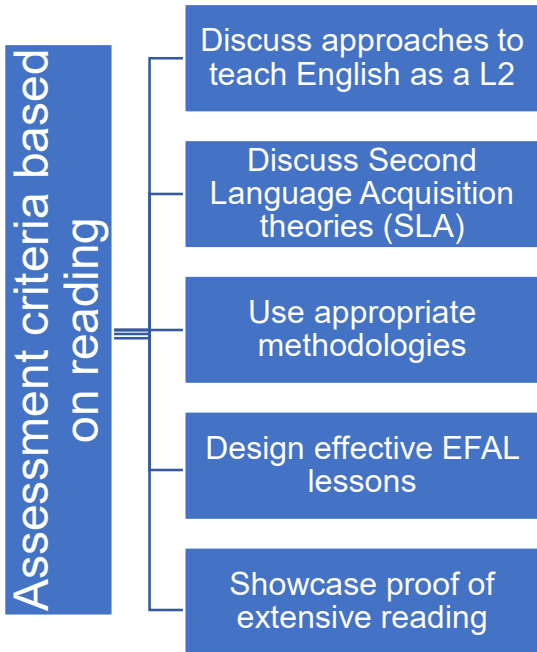
As seen in Table 4.7, the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject focuses more explicitly on teaching reading, as well as teaching reading strategies. The explicit teaching of reading strategies relate to McEwan’s (2004) suggested reading strategies of effective readers. This may result in pre-service teachers being able to teach reading for meaning, accompanied by teaching suitable reading strategies, as suggested by McEwan (2004). Moats (2020) confirms that teaching reading strategies will assist learners in an EFAL classroom to “read and comprehend a reading text more rapidly and successfully”. Additionally, morphology relates to reading, since an understanding of morphology “is crucial in reading development” (Welsch, 2019). Hence, if a learner struggles with morphemes, this learner “will become laboured and comprehension will suffer” (Welsch, 2019).

Moreover, the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject study units also states that pre-service teachers should be able to select “suitable methods to teach reading” (Tertiary Institution B, 2021:5). To conclude, methods to teach reading may include applying the top-down and bottom-up method or incorporating guided reading during reading lessons (Ariandika & Kartikawati, 2018). The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester Subject guide concludes with an explanation of the four study units for the semester. Conclusively, it is evident from the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Subject that reading is incorporated throughout the module. Following is an analysis of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide.

#### **4.10.2.1 2<sup>nd</sup> Year 2<sup>nd</sup> semester EFAL performance guide**

The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide also starts with an introductory section, however, this introductory section differs from the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide. Here, it is stated that the focus of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide is to develop the proficiency of pre-service teachers, as well as personal development of a pre-service teacher taking on the role of a model, interpreter and designer of English as an FAL (Tertiary Institution B, 2021:1). Additionally, teaching and learning throughout the module also includes a description of pedagogic development. As seen in the analysis of the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide, pedagogy is vital in order for sufficient teaching to occur in a classroom

(Guerriero, 2017). The pedagogical description in the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide differs from the pedagogical description in the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide, in that pre-service teachers should develop their subject knowledge. The pedagogical aim of this module is to enable pre-service teachers to demonstrate knowledge about literature and use suitable methodologies in an EFAL classroom (Tertiary Institution B, 2021:4). Neither reading, nor McEwan’s (2004) suggested reading strategies are incorporated in the pedagogic description, however, knowledge about methodologies may include aspects of reading (Feyfant & Gausssel, 2007). Furthermore, this study guide also contains a table based on assessment criteria and the outcomes to be mastered, which may also develop pedagogic knowledge (Tertiary Institution B, 2021:3). Here, multiple assessment criteria and outcomes focus on reading, as seen in Figure 4.8.



**Figure 4.6: 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance Criteria (Tertiary Institution B, 2021:4)**

As seen in Figure 4.8, there is focus on reading or aspects of reading during the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester Performance guide. However, how to teach reading for meaning, as well as the importance of teaching reading strategies are not explicitly stated by the assessment criteria for the semester. More attention may be given to assessing explicit aspects of reading, such as a focus on reading strategies.

Upon further analysis of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide, it is evident that the outline is similar to the 2<sup>nd</sup> Year 1<sup>st</sup> Semester EFAL Performance guide, with a summary of the study units discussed next. This module only consists of three study units, with evidence of

reading evident from study unit one to study unit three. Table 4.8 demonstrates this clearly, since pre-service teachers are expected to apply the lesson wheel when preparing lessons, teach reading skills and select appropriate reading material. The lesson wheel is used in the English for Education subject group at Tertiary Institution B and follows a backward design in order to go forward. To elaborate, the lesson wheel focuses on two sides, incorporating both content and language during lessons. The lesson wheel also comprises eight components and emphasises the interchangeability of learning, teaching and assessment during a lesson (Tertiary Institution B, 2020).

Study Unit	Focus on Reading – Learning Outcomes
Study Unit 1: “Effective communication” in an EFAL classroom.	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Use suitable presentation skills.</li> <li>• Apply the lesson wheel during lesson planning.</li> </ul>
Study Unit 2: “Teaching language and literature”.	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Teach certain language skills.</li> <li>• Use suitable literature to teach language.</li> <li>• Select suitable reading material.</li> </ul>
Study Unit 3: “The linguistics of English”.	Pre-service teachers should be able to: <ul style="list-style-type: none"> <li>• Apply syntax and semantics to develop personal proficiency.</li> <li>• Teach grammar both implicitly and explicitly.</li> </ul>

**Table 4.8: The focus on reading throughout the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide (Tertiary Institution B, 2021:5)**

The purpose of Table 4.8 is to demonstrate where reading is incorporated throughout the study units of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide.

Teaching reading more explicitly is developing, as pre-service teachers are expected to teach language skills and to select suitable reading material to teach reading. Selecting suitable reading materials implies that pre-service teachers need to be readers themselves in order to select suitable material for their learners. Reading strategies are not incorporated explicitly, however, there is development on the focus of reading.

The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide is concluded after the study units. When viewing the analysis of the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester study guide it is evident that the teaching of reading is incorporated more explicitly throughout. There is also development of pre-service

teachers' pedagogical knowledge. The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester Subject consists of a portfolio, which is analysed next.

#### **4.10.2.2 2<sup>nd</sup> Year 2<sup>nd</sup> semester EFAL portfolio**

This section focuses on an analysis concerning the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio, as made available by Tertiary Institution B. The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio links to the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Performance guide, however, it is an educational document which is separate. For the purposes of this study, the term *portfolio* refers to the collection of work in a folder, based on a pre-service teachers' best work pieces, highlighting personal strengths (Sweet, 1993). The purpose of a portfolio is to capitalise on the tendency to save previous work, with the intent to reflect on previous work and improve on future work (Sweet, 1993). The portfolio analysis focuses on the teaching of reading and preparing pre-service teachers to teach reading to EFAL intermediate phase learners. Upon analysis, it is evident that reading is highlighted, as both unit one and unit two of the semester plan focus mostly on reading. To elaborate, the main focus of study unit one is the utilisation of reading activities in an EFAL intermediate phase classroom (Tertiary Institution B, 2019:4). Moreover, the learning objectives based on reading include using reading skills and teaching reading skills. Teaching reading as a skill has not been acknowledged anywhere in previous educational documentation analysed by me. The 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio is the first document received from both Tertiary Institution A and Tertiary Institution B where pre-service teachers are taught how to teach reading. Along with this, it is expected of pre-service teachers to teach reading in a content classroom during unit two (Tertiary Institution B, 2019:4). Additionally, the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio contains a section allocated to "reading catalogue assignments" (Tertiary Institution B, 2019:5). Here, multiple exercises are based on pre-service teachers being taught how to teach reading. For example, pre-service teachers should choose a suitable book to read to intermediate phase learners along with designing suitable lesson enhancers.

During another assignment, it is expected of pre-service teachers to study the PIRLS (PIRLS, 2016) results, followed by stating significant aspects about current literacy levels in South Africa. As seen during Chapter 1 and 2, PIRLS results (PIRLS, 2006, 2011, 2016), as well as ANA results (DBE, 2014) are key indicators of current literacy levels in South Africa. As such, studying these results may prove beneficial, as pre-service teachers will enter an EFAL intermediate phase classroom well informed about current reading issues in South Africa. It is also expected of pre-service teachers to identify challenging words in a text during an exercise. During this assignment, pre-service teachers must indicate how they will teach these words, by stating the strategy used and explaining why they chose this specific strategy. Here, the focus is on vocabulary teaching strategies, which form part of the pillar, vocabulary, which is one of the reading pillars. Again, this

might lead to pre-service teachers becoming more aware of reading strategies, as it is expected of pre-service teachers to state which strategy they used to explain specific words. Explaining word meanings individually might not lead to reading for meaning (Nagy *et al.*, 1987).

To conclude, the 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio guide focuses on reading throughout, specifically teaching reading. Though reading strategies might not be stated explicitly and incorporated during reading assignments, pre-service teachers may be better prepared to teach reading when entering an EFAL intermediate phase classroom after completion of this portfolio.

#### **4.10.3 Summary of the teaching of reading by Tertiary Institution B**

It is evident from the analysis that there is an emphasis on reading throughout. Highlights from the analysis include that Tertiary Institution B focuses on pre-service teachers' pedagogical development, which may lead to pre-service teachers being more prepared for the realities in South African classrooms. To explain, pre-service teachers may hold more overall subject knowledge and also be more informed about current reading issues in South Africa. Tertiary Institution B also incorporates reading explicitly throughout specific modules, with an entire module dedicated to reading. Additionally, including a 2<sup>nd</sup> Year 2<sup>nd</sup> Semester EFAL Portfolio may also prove beneficial, as the tasks based on reading are more explicit. Only first and second year study guides were analysed, as reading is taught according to specific modules by Tertiary Institution B. Though only first and second year study guides were analysed, these study guides demonstrate that reading is taught extensively by Tertiary Institution B.

#### **4.11 SUMMARY OF PRE-SERVICE TEACHER TRAINING AND THE TEACHING OF READING BY TERTIARY INSTITUTION A AND TERTIARY INSTITUTION B**

This section aims to summarise pre-service teacher training and the teaching of reading by Tertiary Institution A and Tertiary Institution B. It is clear that the teaching models applied by the two Tertiary Institutions differ. At Tertiary Institution A there is a focus on reading throughout the four years of pre-service training. At Tertiary Institution B, however the focus on teaching reading is mainly in the second year of training. Additionally, all study guides from both institutions state outcomes to be achieved, as well as the focus of each study unit. There is a sense that the explicit teaching of reading is slightly incorporated in the methodological modules and compulsory subjects from Tertiary Institution A throughout first to fourth year of teacher training. Though only second year modules and study guides were analysed from Tertiary Institution B, the focus differs. Tertiary Institution B allocates specific modules to pre-service teachers who are trained to teach reading, rather than incorporating the teaching of reading in every module and study guide.

Conclusively, both institutions pay attention to teach reading to pre-service teachers. The extent of this differs according to each Institution.

#### **4.12 INTRODUCTION: TWO SEMI-STRUCTURED INTERVIEWS**

This section is based on an analysis generated from two semi-structured interviews conducted with selected participants. These two participants are currently teaching EFAL in the Intermediate Phase at a Government school in Gauteng. For the purposes of this study, the participants are referred to as Participant A and Participant B. Additionally, the analysis is divided into separate sections, according to the purpose of this research study, the research problem, and the research questions. As such, the analysis focuses on, firstly, the participants' awareness of the importance of reading. This is followed by the participants' view on their learners' reading abilities in an EFAL intermediate phase classroom. Hereafter, the participants' teaching of reading strategies is analysed, followed by analysing the participants' application of the reading process when teaching reading. Then, the participants' pre-service teacher training is analysed. Lastly, a conclusion is offered.

##### **4.12.1 Participant A's awareness of the importance of reading**

As stated in the introduction section, the first focus of the semi-structured interview analysis is the participants' awareness of the importance of reading. Hence, this section is based on an analysis of Participant A's awareness of the importance of reading. During the interview process, multiple questions were centred around gathering insight into the participants' awareness of reading and if the participants' view reading as important. Initially, insights were gathered by asking Participant A, "How do you see yourself as a reader?", with Participant A replying that, "I enjoy reading quite a lot; I like a particularly good book. I enjoy reading books, though the time now is not always there to do that." Therefore, the initial thought was that Participant A viewed reading as important, but it was immediately evident that time is an issue for Participant A when viewing the activity of reading. During another question asked, based on how to further develop reading, Participant A replied that learners must read more in their own time, as teachers do not have time during classes to read. This statement contradicts the idea that reading is viewed as important in an EFAL intermediate phase classroom, or it may be that Participant A cannot spend enough time on reading during her classes and therefore expect learners to supplement their reading at home. To add, Participant A continued by stating that "I cannot teach a learner to read in Grade 5". This statement is problematic, as "all teachers must be teachers of reading" during primary school level (N'Namdi, 2005:8). During the interview it became evident that Participant A encourages reading development by asking learners to bring books to class. This initiative requires more, as Participant A expects learners to read, however no activity is directed afterwards to confirm if the

book was read, or to check reading for meaning. Participant A also views reading as necessary for academic purposes throughout the curriculum, however, when asked about the teaching of reading, the response was that the availability of time was a stumbling block. Conclusively, there is a sense that Participant A is aware of the importance of reading, but when it comes to assisting in the teaching and development of reading, little attempt is made due to challenges such as time, as indicated by Participant A.

#### **4.12.2 Participant B's awareness of the importance of reading**

This section focuses on an analysis of Participant B's awareness of the importance of reading. Participant A and B were asked similar questions during the two semi-structured interviews, with similarities as well differences during the analysis process. Participant B was also asked, "How do you see yourself as a reader?", with Participant B also highlighting the issue of having no time to read. However, Participant B continues by stating that, though time is of the essence, active reading is necessary to add to personal knowledge. Then, when asked "Do you have informal talks about the importance of reading?", it was evident that Participant B does have talks about the importance of reading. When elaborating on this, Participant B stated that this helped learners understand the importance of reading, and it motivated learners to read more. This is in contrast with Participant A, who does not have talks about the importance of reading. Thus, Participant B views reading as important and is aware of the importance of reading. Moreover, when asked about whether all four English skills are equally important, Participant B stated that "Unfortunately, not all four of the skills can be regarded as equal".

Participant B added, by stating that reading is the most important skill, and that more time should be allocated towards reading development in the EFAL Grades 4 – 6 CAPS document. When asked about the role of reading in an FAL, Participant B replied that "Reading is the core of learning EFAL" and that "If a learner struggles to read, he/she will most definitely struggle with everything else." Conclusively, time is also an issue for Participant B, however Participant B has stronger views on the importance of reading.

#### **4.12.3 Summary of Participant A and B's awareness of the importance of reading**

When viewing the analysis of Participant A and B's awareness of the importance of reading, it is evident that the availability of time and time constraints influence reading. Moreover, both participants view reading as important. However, there is a sense that Participant A feels restricted by the limited time and does not use additional time to discuss the importance of reading with her learners. Participant B, on the other hand, spends more time on emphasising the importance of reading.

#### 4.12.4 Learner’s reading abilities in Participant A’s classroom

This section focuses on Participant A’s awareness of learners’ reading abilities in the EFAL intermediate phase classroom. The purpose of this is to determine if teachers are informed about current issues with reading in South Africa. As such, multiple questions were centred around learners’ reading abilities. Both participants struggled to provide detailed answers for these questions. With this in mind, follow-up questions were given, specifically based on learning abilities. When viewing Participant A’s responses, it is evident that Participant A mostly believes her learners are well-equipped readers. When asked about the strengths and weaknesses of the learners, Participant A stated that the standard of EFAL is “really extremely high”. Participant A added by stating that the learners’ weakness is reading, as the learners “do not comprehend what they are reading”. Additionally, Participant A noted that learners who read well, will read wherever and whenever possible, but learners who battle with reading would not partake in any form of reading. As stated, follow-up questions were needed to get a more informed analysis of learners’ reading abilities in an EFAL intermediate phase classroom. As such, Table 4.9 demonstrates Participant A’s awareness of learners’ reading abilities in her class. During the completion of this table Participant A had to comment on her learners’ decoding skills, vocabulary knowledge, fluency, phonetics, phonology and comprehension.

Learners’ Reading Abilities					
Decoding Skills	Vocabulary Knowledge	Fluency	Phonetics	Phonology	Comprehension
Grade 5 learners battle with unfamiliar words, especially diphthongs.	Learners battle with word meanings.	Almost all EFAL learners struggle to read fluently.	Homophone exercises help with phonetics.	Participant A almost never focuses on phonology.	Participant A uses comprehension questions to practise reading for meaning.

**Table 4.9: Participant A’s view on learners’ reading abilities**

The purpose of Table 4.9 is to demonstrate Participant A’s view on learners’ reading abilities in a Grade 5 classroom. When viewing Table 4.9, it is evident that Participant A is aware of what her learners struggle with concerning reading. The most problematic issue is a lack of teaching any phonology, as phonology deals with the study of sounds in a language, as well as “their internal structure, and their composition into syllables, words and phrases” (Bird, 2003:25). A lack of phonological awareness may lead to a lack in decoding skills, vocabulary knowledge, fluency and comprehension (Bird, 2003).

Participant A was requested to explain how assistance is provided to learners who battle with decoding, fluency, phonemic awareness, vocabulary knowledge, comprehension and dyslexia. Participant A stated that in her classroom, learners mostly only battle with reading for meaning. Then, Participant A stated that assistance is provided by means of conducting spelling tests and looking up unfamiliar words. Participant A did not provide a detailed answer, which may indicate a lack of knowledge concerning reading challenges or it may be that her knowledge is tacit. Conclusively, Participant A shows an awareness of learners' reading abilities, however Participant A is not fully acquainted with certain reading terminology.

#### 4.12.5 Learners' reading abilities in Participant B's classroom

This section focuses on Participant B's awareness of learners' reading abilities in the EFAL intermediate phase classroom. Participant B was asked similar questions to Participant A, however, Participant B's responses differed. When asked about the strengths and weaknesses of her current EFAL intermediate phase learners, Participant B was able to provide a more detailed answer. Participant B stated that most learners struggle with speaking as an English skill and not the skills of reading.

Then, when asked "How do you view your learners' reading abilities?", Participant B responded by stating that the majority of her learners are able to read, but there is room for improvement. Additionally, Participant B also stated that her learners enjoyed reading, especially on their own. The issue here is that research demonstrates that little reading happens when a learner is not attending school, as supported by Mohammed and Amponsah (2002). Moreover, Participant B also believes that reading performance and reading abilities will improve if more opportunities to read are included in the current EFAL CAPS for Grades 4 – 6 (DBE, 2011b). Furthermore, as stated, follow-up questions were needed to get a more informed analysis of learners' reading abilities in an EFAL intermediate phase classroom. Participant B was asked to complete a similar table to Participant A, commenting on learners' decoding skills, vocabulary knowledge, fluency, phonetics, phonology and comprehension abilities. Table 4.10 demonstrates Participant B's comments.

Learners' Reading Abilities					
Decoding Skills	Vocabulary Knowledge	Fluency	Phonetics	Phonology	Comprehension
Not common in her Grade 4 classroom, but if it happens,	The most common and clearest issue. The challenge of this is	Fluency challenges are common. Normally	This is common in learners with a strong South	Phonology challenges are rare and can be improved by	Comprehension issues are not a problem, as interesting and

she suggests that the parents should see an optometrist, as it may be linked to dyslexia.	acknowledged, by stating that this will influence reading for meaning. Vocabulary exercises are used to assist.	this is seen in learners who do not read enough.	African accent, and states that phonetics should be taught from an early age.	means of word building exercises.	relevant texts are used.
---	---	--	---	-----------------------------------	--------------------------

**Table 4.10: Participant B’s view on learners’ reading abilities**

The purpose of Table 4.10 is to demonstrate Participant B’s awareness of views on learner’s reading abilities in her EFAL intermediate phase classroom. As evident from Table 4.10, the comments made by Participant B are slightly similar to the comments made by Participant A. When viewing Participant B’s comments, the major issue is a lack of acknowledging decoding and comprehension challenges, as Participant B states her learners rarely battle with both decoding and comprehension.

This is contrary to literature and research, as studies conducted validate that reading for meaning is a major reason for current low literacy levels in South Africa (Rule & Land, 2017; Verbeek, 2010). Lacking awareness of current reading levels in South Africa, highlights the issue that EFAL intermediate phase teachers may not be fully aware of current reading challenges in South Africa.

Participant B also had to explain how assistance will be provided to learners struggling with decoding, fluency, phonemic awareness, vocabulary knowledge, comprehension and dyslexia. Participant B only identified the issue of fluency and stated that assistance would be provided by advising a learner to use a ruler when reading. This is not a solution to fluency problems, but rather dyslexia. Fluency improves when decoding is in place and learners need not place all their energy into decoding. Participant B elaborated by adding that different types of fonts, especially bigger fonts, improve fluency when reading. Then, Participant B added by stating that a glossary of challenging words is provided to learners before reading a passage, and that she assists with word pronunciation if this is an issue. Though assistance is provided, it is evident that fluency is not the issue, but that teaching reading for meaning is. To conclude, it is evident that Participant B is aware of learners’ reading abilities to a certain extent, however, Participant B is not fully informed about current reading challenges and on how to provide correct assistance.

#### 4.12.6 Summary of Participants A and B's learners' reading abilities

When viewing the analysis of Participant A and B's reading abilities of their current learners, it is evident that both Participant A and B are not fully acknowledging the current lack of reading abilities in their classrooms. Both are somewhat informed and aware of challenges associated with reading, however, more knowledge is needed in order for Participant A and B to identify reading issues and to provide effective assistance. It should be noted that knowledge of reading may be tacit, and it may therefore appear as if teachers do not have the necessary knowledge.

#### 4.12.7 Participant A's teaching of reading strategies

This section focuses on an analysis to determine Participant A's teaching of reading strategies. In essence, this was to establish if Participant A teaches reading strategies. During the semi-structured interview with both participants, questions based on reading strategies were asked. For example, Participant A was asked if reading strategies, as stated in the EFAL CAPS for Grades 4 – 6 (DBE, 2011b) were used during reading lessons. Here, Participant A stated that "I use my own strategies, because I must say, with CAPS, you do not really have just reading lessons like previous years". Participant A did not elaborate on which reading strategies are used to develop reading for meaning. Moreover, Participant A mentioned a lack of time as a reason why she is not teaching reading strategies explicitly.

Additionally, McEwan's "Seven strategies of highly effective readers" (2004) were incorporated during the follow-up interview questions. Participant A had to compare her utilisation of reading strategies to those suggested by McEwan (2004) by adding comments throughout, as seen in Table 4.11.

McEwan's Strategy	How is this taught and used in your reading lessons?
<b>Activating a learner's background knowledge</b>	This strategy is used by means of asking a pertinent question, for example if the setting of the passage is set in a specific place, Participant A would ask if the learners have been to this place and to talk more about their experiences.
<b>Making inferences</b>	Participant A uses prediction, for example, asking the learners about what they think the text will be about.
<b>Monitoring and clarifying information</b>	Participant A only uses this technique when learners ask about challenging words, otherwise learners have to look up challenging words in a dictionary.
<b>Asking questions</b>	Participant A asks questions throughout the reading process. Here, learners are also allowed to ask questions.

<b>Searching and selecting information</b>	Participant A uses comprehension questions, as these force learners to search for specific information.
<b>Summarising information</b>	Participant A uses this strategy with specific texts, like a descriptive text. Here, Participant A asks learners to summarise the main ideas.
<b>Visualising and organising information</b>	Participant A uses this strategy by mixing events in a passage, where after learners are expected to order events chronologically.

**Table 4.11: Participant A's usage of McEwan's Seven Reading Strategies (2004)**

When viewing Table 4.11, it is evident that Participant A incorporated all seven of McEwan's (2004) reading strategies. However, there is a sense that Participant A did not fully comprehend what each strategy entailed. For example, by inferring, Participant A did not show an understanding of the strategy as she associated it more with prediction than with reading between the lines. Participant A gave clear examples for all seven reading strategies, as suggested by McEwan (2004).

Upon further analysis, Participant A had to respond to the question, "Which reading strategies, as set out in the CAPS document, do you apply them when teaching reading for meaning?" Participant A's response indicates that she only firstly used the questioning strategy by means of reading comprehension and secondly, the clarifying strategy by explaining new words. To conclude Participant A's analysis of teaching reading strategies, it appears as if Participant A is also not fully informed about the various reading strategies suggested in the EFAL CAPS for Grades 4 – 6 (DBE, 2011b) and shows a faulty understanding of some strategies.

#### **4.12.8 Participant B's teaching of reading strategies**

This section follows an analysis on Participant B's teaching of reading strategies. Participant B also received questions on explicit reading strategies, as well as follow up questions. Participant B appeared to be more knowledgeable in terms of various reading strategies. To explain, when asked, "Which reading strategies in the CAPS document are you familiar with?", Participant B replied by giving a more detailed answer. Here, Participant B stated that she was familiar with activating a learner's prior knowledge, asking questions and summarising. The follow up question required Participant B to state which of these strategies are used during her reading lessons. Participant B stated that she used the strategies of activating a learner's background, asking comprehension questions, and especially summarising. Participant B added by stating that she also used, for example, word family activities to explain new vocabulary. Similar to Participant A,

Participant B had to compare her utilisation of reading strategies to those of McEwan (2004) by adding comments throughout, as seen in Table 4.12.

McEwan's Strategy	How is this taught and used in your reading lessons?
<b>Activating a learner's background knowledge</b>	This strategy was used by asking questions about the title of the passage and asking learners to make predictions. Additionally, Participant B used information handouts or videos to activate a learner's background.
<b>Making inferences</b>	This strategy was used during reading, where Participant B would ask questions after reading a few paragraphs or a stanza from a poem. Here, learners were expected to explain what was happening or why something was happening.
<b>Monitoring and clarifying information</b>	Learners had the opportunity to ask questions about new words or if there was uncertainty about what was read. If the question focused for example, on the meaning of a new word, Participant B involved the rest of the learners to assist, whilst monitoring learner explanations.
<b>Asking questions</b>	This strategy was used during the pre, the while, and the post-reading phases. This strategy was used to monitor learner understanding and can form part of an assessment task.
<b>Searching and selecting information</b>	Participant B used searching and selecting to answer comprehension questions such as, defining new words, collecting information and solving problems. This strategy was also used to incorporate grammar exercises.
<b>Summarising information</b>	Participant B advocated this strategy as much as possible, as it "is an excellent exercise to test a learner's ability to adapt, remember and apply information".
<b>Visualising and organising information</b>	This strategy was used by means of requiring learners to number paragraphs chronologically. Moreover, Participant B allowed learners to construct a visual image of the text by means of completing the exercise in a box or in a process diagram.

**Table 4.12: Participant B's usage of McEwan's seven reading strategies (2004)**

When viewing Table 4.12, it is evident that Participant B incorporated all McEwan's (2004) seven reading strategies. Participant B also possesses knowledge about each strategy, as an example of how each reading strategy is used during a lesson was given. Additionally, Participant B was also able to state during which reading phase most of McEwan's (2004) seven reading strategies are used.

Upon further analysis, Participant B was asked if reading strategies are taught explicitly in her EFAL classroom. Participant B stated that she teaches reading strategies, however, there is a

sense that the reading strategies are taught during reading. Participant B incorporates the teaching of reading strategies during her reading lessons. Participant B added that teaching reading strategies is time consuming, however, she appreciates the value of teaching reading strategies. Participant B did not elaborate on how these reading strategies were taught. To conclude the analysis of Participant B’s teaching of reading strategies, it is evident that Participant B understands the necessity of reading strategies, as well as the actual teaching of reading strategies.

#### 4.12.9 Summary of Participant A and Participant B’s teaching of reading strategies

This section focuses on summarising Participant A and Participant B’s teaching of reading strategies. When viewing the analysis of Participant A, it is evident that Participant A seemed to lack knowledge of the various reading strategies and did not teach reading strategies. In essence, there is a sense that Participant A did not view the teaching of reading strategies as valuable. Participant B however, seemed more knowledgeable about reading strategies, as she elaborated on these and her implementation of the different strategies.

#### 4.12.10 Participant A’s following of the reading process

This section focuses on an analysis of Participant A’s following of the reading process of pre-, during-, and post reading in her EFAL classroom. Each reading phase has different advantages to aid the development of reading for meaning (Chastain, 1988). During the initial interview, little evidence was provided by Participant A that the reading process is used during reading lessons. There was a sense that Participant A was not aware of the reading process, and what the reading process entails, even though this is clearly emphasised in the CAPS document. Here, probing questions were needed, as well as follow up questions. During the follow-up questions, Participant A received a passage titled “Currents and Waves”, where she had to explain how she would go about teaching it to her learners by means of using the reading process. Table 4.13 demonstrates Participant A’s usage of the reading process to teach a reading passage.

Pre-Reading Phase	During-Reading Phase	Post-Reading Phase
Participant A stated that she would show a video based on currents and waves, and also discuss previous natural events associated with currents and waves.	Here, Participant A stated that learners would take turns reading parts of the passage out loud for practice. Additionally, Participant A stated that she would also explain new vocabulary while reading the passage.	The post-reading phase was utilised for completing exercises about the passage. Questions were given to learners that are based on the passage, as well as grammar questions. This would be concluded by completing a follow-up activity, like writing a reflection about the passage.

### **Table 4.13: Participant A’s following of the reading process**

When viewing Table 4.13, it is evident that Participant A has knowledge about using the reading process to teach a passage. This confirms my previous observation that the knowledge of reading and specifically reading strategies, may be tacitly held by teachers.

Participant A also gave clear explanations about which exercises would be used according to each reading phase. The only concern may be the during-reading phase, as a learner would not be able to read the passage out loud if this learner feels uncomfortable or if this learner was aware of personal challenges surrounding reading. The post-reading phase was also incorporated clearly. There were no other indications of the reading process being used during lessons by Participant A. Conclusively, the purpose of the reading process is to assist a learner to connect ideas about what is read, to what this learner already knows (Martin, 1991).

#### **4.12.11 Participant B’s following of the reading process**

This section focuses on an analysis of Participant B’s following of the reading process in her EFAL classroom. Participant B was also not able to initially explain her following of the reading process. More probing was required in order to gather more insight into the following of the reading process. When discussing learner comprehension, Participant B had to elaborate on the following of the post-reading phase. Here, Participant B stated that she often uses clarifying, as it summarises the pre-reading phase strategies, as well as the post-reading phase strategies. Clarifying, however, cannot be used as a method to summarise the pre- and post-reading strategies, since clarifying is used in the course of the during-reading and post-reading phases, according to McEwan (2004). Moreover, Participant B explained that she first completed an informal group work exercise after reading, before expecting learners to complete the actual post-reading comprehension. Participant B focused mostly on the post-reading phase, and there was a sense that the pre-, as well as the during-reading phase was neglected. Participant B also received follow-up questions, where she also had to explain how she would go about teaching the passage “Currents and Waves” to her EFAL learners. Her comments are reflected in Table 4.14.

<b>Pre-reading Phase</b>	<b>During Reading Phase</b>	<b>Post-Reading Phase</b>
--------------------------	-----------------------------	---------------------------

<p>Participant B used the pre-reading phase by firstly, activating learners' background by asking relevant questions. Then, Participant B asked learners to make predictions about the text, followed by studying for example, the author's name, a short history about the author or the origin of the source. Before reading the passage, Participant B asked learners to scan the passage and identify challenging words, whereafter these words were discussed.</p>	<p>Here, Participant B would read the passage to the learners, with learners having the opportunity to ask if there was something which they did not understand. Additionally, Participant B reread challenging sections.</p>	<p>The post-reading phase was used to reflect on what was read. This was completed by Participant B expecting learners to recall information, summarising what they had read and writing a short reflection based on the passage.</p>
---	---	---

**Table 4.14: Participant B's following of the reading process**

When viewing Table 4.14, it seems as if Participant B possessed more knowledge about what the reading process entails. Though Participant B gave clear examples of how each reading phase was used, the reality in her classroom might differ.

Similar to Participant A, Participant B made no other comments of using the reading process during lessons. During the initial interview, there was a sense that Participant B valued the post-reading phase as the most important phase, slightly neglecting the pre-reading and the during-reading phase, since she was able to provide the most detailed examples of how she uses the post-reading phase. However, during the completion of Table 4.14, it is evident that Participant B possesses knowledge about both the pre- and the during-reading phase.

#### **4.12.12 Summary of Participant A and Participant B's following of the reading process**

To summarise Participant A and Participant B's following of the reading process, it is evident that both participants can adhere more to the actual reading process. To explain, the reading process may be neglected during the teaching of reading, since little attention is given to the usage of each reading phase. However, both participants were able to give detailed answers on the usage of each reading process during the completing of the reading process table. To conclude, both participants can benefit from gaining more insight into the reading process.

#### **4.12.13 Participant A's pre-service teacher training on reading**

This section focuses on an analysis of Participant A's pre-service teacher training to teach reading. The purpose of this is to establish if Participant A received training to teach reading, and how intensive the training was. During the initial semi-structured interview, Participant A was not

able to provide sufficient detail on pre-service teacher training that she had received. Follow-up questions, based on probing were necessary. However, Participant A was still not able to provide detailed answers. This could be a result of Participant A having completed her training many years ago and struggling to recall exact details. Participant A was asked to respond to the question, “With regard to your pre-service training, when you completed your degree, were you made aware of the importance of reading?”. Participant A responded by stating that “We focused a lot on reading, and I even had extra reading activities in the class”. When I probed the issue a bit more, it became apparent that Participant A was referring to actual teaching, and not pre-service teacher training. A follow-up discussion ensued in which the meaning of pre-service teacher training was explained. With this in mind, Participant A had to respond to the question, “Did you have a module on reading?” Participant A responded by stating that there were no modules for one specific thing, and everything was taught together, possibly meaning that they were taught in an integrated manner.

When continuing with the interview, Participant A had to state if explicit pre-service teacher training was provided on how to identify and rectify reading difficulties. Participant A responded by stating that they were taught how to assist struggling learners, as they had a remedial program, “where you help the pupils who have got difficulty with reading”. Here, Participant A did not elaborate further, thus it was unclear what the remedial program entailed. Furthermore, Participant A had to respond to comments based on the explicit training provided during her pre-service education by completing a short table. Participant A stated that aspects of reading were covered. No further explanations were provided, as to which aspects were covered. Moreover, Participant A also had to comment on personal experience concerning the teaching of reading. With this in mind, Participant A only stated that, “We learned about the types of reading dyslexics”, however, Participant A did not elaborate. Additionally, Participant A was also asked to provide transcripts based on her educational qualification, however she did not provide any. To conclude, it is evident that Participant A received training on how to teach reading, yet she is unable to give detailed insights into the explicit pre-service teacher training provided. As mentioned, this may be due to the fact that she completed her training many years ago.

#### **4.12.14 Participant B’s pre-service teacher training on reading**

This section focuses on an analysis of Participant B’s pre-service teacher training to teach reading. The purpose of this is to establish if Participant B received training to teach reading, and how intensive the training was. Similar to Participant A, Participant B was not able to provide detailed answers on pre-service teacher training that she received. Participant B, however, was able to provide more details than Participant A, yet follow-up questions were necessary. During the initial interview, Participant B had to elaborate on explicit training received on how to teach

reading during her pre-service education. Participant B stated that though a section was based on the teaching of reading, this section only covered the basics. It was unclear what she meant with the basics. Participant B continued by stating that all information provided during pre-service training “can also be found on the internet”. She did not elaborate whether she consulted the Internet or not. Additionally, Participant B elaborated on the training provided by stating that types of readers were discussed with them, yet the techniques on how to teach reading for meaning were neglected. Moreover, Participant B had to respond to the question, “Were you made aware of the importance of teaching reading strategies?”, Participant B responded that, “Yes, the importance of reading was well laid out”. Additionally, Participant B also stated that during her pre-service studies she gained knowledge on inclusive education, specifically in the field of dyslexia.

Upon further questioning on how to identify and rectify reading difficulties, Participant B responded by stating that she does not hold sufficient knowledge on how to identify and rectify reading difficulties. Participant B made the point that it is necessary to practise and explore identifying and rectifying reading difficulties during practical teaching. Participant B also suggested that a section specifically based on identifying and rectifying reading difficulties should be incorporated in the practical teaching lesson plans, as this may prove to be beneficial. Moreover, Participant B also received follow-up questions. Here, Participant B had to elaborate on explicit training received during pre-service education on how to teach reading for meaning. Participant B was able to provide slightly more detailed answers than Participant A, as she was able to state that she had one module during her pre-service training which focused on the teaching of reading. This may be due to the fact that she completed her training fewer years ago than Participant A. She was, however, not able to provide any additional information on this module. Along with this, Participant B also had to elaborate on the experience that she gained on how to teach reading during her pre-service education. Participant B replied by stating “Understanding the Basic Reading Skills of Adults”, which is assumed to be the title of a module which she explored during her pre-service teacher training. Similar to Participant A, is the fact that Participant B has also not yet attended any training offered by the Department of Basic Education, focusing on the teaching of reading. Conclusively, it is evident that Participant B was able to recall more clearly on pre-service training received based on the teaching of reading for meaning.

#### **4.12.15 Summary of Participant A and Participant B’s teacher training on reading**

To summarise Participant A and Participant B’s teacher training on how to teach reading, it is evident that both participants struggle to recall or give detailed answers on pre-service teacher training received. It may have been helpful if such details were provided to make a more informed decision on whether the teachers received training on reading and specifically the teaching of

reading strategies, and to which extent this influences their practices. Though Participant B was able to provide more insight into pre-service teacher training received than Participant A, more information is needed. To conclude, since both participants have already completed their educational qualification, it may be beneficial to attend training offered by the Department of Education on the teaching of reading.

#### **4.13 CONCLUSION**

This chapter focused on data analysis applicable to this research study. Firstly, the Curriculum and Assessment Policy Statement (CAPS) document for Grade 4-6, English First Additional Language (EFAL) in the Intermediate Phase, was analysed.

The analysis of the EFAL CAPS for Grades 4-6 highlighted reading throughout, however, it is evident that the reading process, as well as reading strategies may be afforded more attention. After having discussed the findings, the applicability of the simple View of Reading (SVR) and McEwan's seven suggested reading strategies are evident. The components of decoding and linguistic comprehension (SVR) come into play all the time. Learners will not be able to read for meaning if they cannot decode in the first place. Decoding as such is not sufficient to lead to comprehension and here McEwan's suggested reading. Hereafter, educational documentation focusing on pre-service teacher training from Tertiary Institution A and Tertiary Institution B, were analysed. The manner in which pre-service teacher training to teach reading occurs, differs between Tertiary Institution A and Tertiary Institution B. Both educational institutions focus on the teaching of reading, however, it was determined that Tertiary Institution B focuses more on the explicit teaching of reading. This was followed by analysing the data generated from the two semi-structured interviews with the two teacher participants. During the analysis of the semi-structured interviews, it was apparent that both Participant A and Participant B hold knowledge concerning the teaching of reading for meaning and the teaching of reading strategies. However, both participants' knowledge concerning reading, is limited. Participant B was, however, able to provide more detailed answers than Participant A. Participant B was also more aware of the importance of teaching reading strategies, and seems to have more knowledge concerning reading strategies. To conclude, the data collected, recorded, analysed and reported, enabled me to come to a conclusion and make recommendations for future research in Chapter 5.

## CHAPTER 5 RECOMMENDATIONS AND CONCLUSION

### 5.1 INTRODUCTION

This study aimed to investigate which reading strategies are employed by teachers in EFAL intermediate phase classrooms. The poor reading performance of learners in South Africa, as seen in past ANA test reports (DBE, 2011b, 2012, 2013, 2014), as well as PIRLS test results (PIRLS, 2006, 2011 & 2016) acted as motivation for this study. The findings of this study may assist in addressing the identified problem. In this chapter, a brief discussion based on literature and research findings are provided. This is followed by stating recommendations, as well as limitations of the findings. The chapter concludes with a section allocated to final reflections.

### 5.2 LITERATURE REVIEW

Reading is viewed as a complex task. This statement is supported by the low reading levels of South African learners, as seen in past PIRLS test results (PIRLS, 2006, 2011 & 2016), as well as ANA report results (DBE, 2011a, 2012, 2013 & 2014), (Spaull, 2013). In this study, the focus was on reading strategies employed by EFAL intermediate phase teachers. In Chapter 2, I discussed various reasons for low reading levels of South African learners. These reasons link to this research study. Current research states that reasons for low reading performances of current EFAL intermediate phase learners can be associated with the current language policy (DBE, 2011b), instruction time (Spaull, 2013), and training received by service teachers during pre-service teacher education, to teach reading effectively (Nel & Müller, 2010). In this study, I investigated which reading strategies are employed by EFAL intermediate phase teachers. I argued that, in order for a learner to improve reading for meaning, reading strategies should be taught explicitly. I sought to answer the research question: *Which reading strategies are applied by teachers in EFAL intermediate phase classrooms?*

In order to suggest an answer to the research question, I discussed how reading is viewed in the EFAL CAPS for Grades 4-6, including how the reading strategies in the EFAL CAPS compare and align to those suggested by McEwan (2004). McEwan (2004) suggests teaching the “Seven strategies of highly effective readers” to learners. The skills include the following: activating background knowledge, making inferences, monitoring and clarifying, asking questions, searching and selecting information, summarizing information and visualizing information.

I aimed to highlight these strategies, since the explicit teaching of these strategies may lead to reading for meaning. I also sought to answer the secondary research questions, by discussing the importance of pre-service teacher training to teach reading effectively. This enabled me to

determine to which extent pre-service teachers are prepared to teach reading when entering an EFAL intermediate phase classroom. Finally, I explored to which extent reading strategies are taught explicitly by current EFAL intermediate phase teachers.

### **5.2.1 Empirical study**

The data collection instruments selected for this study were chosen based on the suitability to collect rich data in order to answer the research questions, as stated previously. In Chapter 3 of this study, I explained the data-collection tools, and how the tools were used in order to allow the research to answer both the primary and secondary research questions. A detailed document analysis was done in Chapter 4, which allowed me to determine to which extent reading strategies are taught in EFAL intermediate phase classroom, as well as to establish how successful these reading strategies are when teaching reading. The document applicable to this study was specifically the English First Additional Language Curriculum and Assessment Policy for Grades 4-6. The analysis of the EFAL CAPS for Grades 4-6 document brought both negative and positive aspects to light. A major issue found during the EFAL CAPS analysis was that the explicit teaching of reading strategies is not incorporated throughout the EFAL CAPS document, yet a majority of the teaching outcomes rely on reading for meaning. Additionally, the EFAL CAPS for Grades 4-6 also neglects to include all of McEwan's "Seven strategies of highly effective readers" (2004). Along with analysing the EFAL CAPS for Grades 4-6, I also analysed educational documentation provided by two tertiary institutions, referred to as Tertiary Institution A and Tertiary Institution B. This was to establish how well pre-service teachers are prepared to teach reading when entering an EFAL intermediate phase classroom. Though taught differently, the analysis demonstrated that both Tertiary Institution A and Tertiary Institution B teach reading to pre-service teachers. Tertiary Institution A, for example, not only includes reading throughout the modules, but also includes a short course based on reading strategies and methodologies explicitly. Tertiary Institution B on the other hand, bases entire modules on the teaching of reading. The issue identified is that both Tertiary Institution A and Tertiary Institution B can include the teaching of reading strategies explicitly, which may lead to pre-service teachers being able to teach reading more successfully.

Furthermore, I also conducted two semi-structured interviews with Participant A and Participant B. The interview questions were based on the main research questions. After analysing the initial interviews, it was found that the answering of follow-up questions was needed. During the interviews, it was evident that both participants can benefit from additional educational training to teach reading strategies successfully. The findings align with the previous literature as seen in Chapter 2, which indicates that a lack of learner reading development and reading for meaning, relies on the sufficient teaching of reading strategies. When probed about the importance of

teaching reading, both participants acknowledged this as important. Although both participants initially neglected to elaborate on the usage of McEwan's (2004) "Seven strategies of highly effective readers", as well as the following of the reading process, it was found during the follow-up questions that both participants apply the reading strategies when teaching reading and follow the reading process. These reading strategies are not explicitly taught, though.

### **5.3 DISCUSSION OF FINDINGS**

This study aimed to determine to what extent reading strategies are being taught explicitly by EFL intermediate phase teachers. After analysing the data collected, I was able to summarise to what extent reading strategies are being taught by EFAL intermediate phase classroom teachers. Additionally, the data collected also allowed me to determine how prepared pre-service teachers are to teach reading when entering an EFAL intermediate phase classroom. Moreover, the theories applicable to this study also influenced the study. The theories guided the researcher to determine the outcomes, as discussed further in this chapter. The study also argued that the explicit teaching of reading strategies will result in reading for meaning. Additionally, this study aimed to answer the primary research question: *Which reading strategies are employed by teachers in EFAL intermediate phase classrooms?* Along with this, the study also attempted to suggest answers to the sub-research questions.

I found that EFAL intermediate phase teachers utilise certain strategies, as suggested by McEwan (2004) and as discussed in Chapter 2. The strategies suggested by McEwan (2004) included activating background knowledge, making inferences, monitoring and clarifying, asking questions, searching and selecting information, summarizing information and visualizing information. Certain strategies are utilised more than others, for example, it was found that both participants tend to use activating background knowledge, asking questions and summarising. The results also demonstrated that teachers are not fully aware what each reading strategy implies, such as making inferences and monitoring and clarifying. Then, teachers were also not aware of how to use each reading strategy successfully, according to the current reading phase. The three reading phases included the pre-, during-, and post-reading phase. In essence, a lack of teaching these reading strategies explicitly will hinder reading for meaning.

The two semi-structured interviews allowed me to establish teachers' knowledge concerning reading strategies when teaching EFAL to intermediate phase learners. The interviews demonstrated that both participants view reading as important. Yet, when viewing the analysis of Participant A, it is evident that Participant A seemed to lack knowledge regarding the various reading strategies and did not teach reading strategies explicitly. This supports Pretorius and Klapwijk's (2016) statement, arguing that that pre-service teacher training is a major challenge in

South Africa, especially concerning sufficient training to teach reading. Participant B, however, seemed more knowledgeable about reading strategies, as she elaborated on these and her implementation of the different strategies.

### **5.3.1 How are reading strategies implemented during the pre-, during-, and post reading phases?**

There was also a focus on determining how Participant A and B implemented McEwan's (2014) seven reading strategies during the pre-, during-, and post-reading phases. When completing the follow-up questions, Participant A completed Table 4.14 which demonstrates her usage of the reading process to teach reading. It was established that Participant A makes use of the reading phases and includes reading strategies throughout. During the pre-reading phase, Participant A focuses on activating a learner's background knowledge by means of introducing the topic. Then, the during-reading phase consists of monitoring and clarifying information, as well as asking questions, where learners read out loud and ask questions, followed by Participant A explaining new vocabulary. The post-reading phase consists of completing a worksheet based on the passage. During the post-reading phase, Participant A utilise searching and selecting information and summarising information. When viewing Participant B's usage of the reading process and incorporating McEwan's (2014) seven reading strategies, Participant B completed Table 4.15. During the pre-reading phase, Participant A activates learners' background knowledge and making inferences by means of asking relevant questions and partaking in a discussion based on the passage. Then, the during-reading phase includes monitoring and clarifying, since learners check their initial understanding. The post-reading phase is based on searching and selecting information and summarising, by means of completing a worksheet. The two semi-structured interviews demonstrated that both Participant A and B have knowledge about using the reading process to teach a passage. This confirms my previous observation that the knowledge of reading, and specifically reading strategies, may be tacitly held by teachers.

### **5.3.2 To which extent does initial teacher training equip teachers with the necessary knowledge to teach reading for meaning in EFAL intermediate phase classrooms?**

Additionally, the two semi-structured interviews also aimed to determine if the two teachers received any explicit pre-service training to teach reading and to which extent initial teacher training equip teachers with the necessary knowledge to teach reading for meaning in EFAL intermediate phase classrooms. Attempting to answer this sub-research question allowed me to gain perspective from the teachers' viewpoint. The results demonstrated that even though Participant B was able to provide more insight into pre-service teacher training received than Participant A, more information is needed. As stated previously, it may be beneficial to attend

training offered by the Department of Education, on the teaching of reading. It was evident that both participants struggle to recall or give detailed answers on pre-service teacher training received.

However, it was evident that the teaching models applied by Tertiary Institution A differs from that of Tertiary Institution B. The educational documentation included semester study guides, as well as portfolio guides from modules. It was found that all study guides from both institutions state outcomes to be achieved, as well as the focus of each study unit. When viewing the analysis of Tertiary Institution A, it was evident that the explicit teaching of reading is incorporated in the methodological modules and compulsory subjects to a certain extent. Tertiary Institution B, however, allocates specific modules to pre-service teacher training to teach reading, rather than incorporating the teaching of reading in every module and study guide. Though both participants were unable to recall detailed information concerning their pre-service teacher training received to teach reading, it was evident that both institutions nowadays pay attention to pre-service teachers to teach reading. It is clear that reading is addressed by both institutions now and it is hoped that teachers completing their studies now at these and maybe other institutions, will be better able to teach reading.

#### **5.4 LIMITATIONS**

The study is limited, since the study utilised a small sample group. The reason for this was the result of logistical constraints. The small sample group, unfortunately, restricts the findings of the study, and no generalisation can be made as a result of this. Additionally, the study was also limited to one primary school in Gauteng, meaning that the findings are not necessarily indicative of reading strategies taught by all EFAL intermediate phase classroom teachers in South Africa. Having interviewed EFAL teachers, who have completed their studies more recently, may have provided a more accurate report on teacher knowledge and teacher training. With this in mind, the aim of this study was to determine a theoretical generalisation. The theoretical generalisation is based on all data collected and analysed. Therefore, the study is only a theoretical generalisation on the teaching of reading strategies by EFAL intermediate phase classroom teachers.

Another limitation of the study is that the educational documentation of only two Tertiary Institutions were analysed. Though the results demonstrated that these two Tertiary Institutions teach reading throughout, it may differ from other tertiary institutions. This also links to the issue of the two participants not being able to provide sufficient detail on pre-service teacher training received. It may have been helpful if such details were provided to make a more informed decision

on whether the teachers received training on reading and specifically the teaching of reading strategies, and to which extent this influences their practices.

I only investigated which reading strategies are applied by teachers in EFAL intermediate phase classrooms. Additionally, the I linked the explicit teaching of reading strategies as a suggested solution for the current poor reading levels of South African learners. Other aspects that may influence reading for meaning were not included in this study. For example, the four pillars of reading (phonemic awareness, phonology, vocabulary, fluency and comprehension), intellectual challenges and learner background, to mention a few. As stated, reading is a complex and challenging task, and the scope of this dissertation, however, it did not provide the opportunity for a more comprehensive exploration.

This study focused largely on teachers, thus, for subsequent studies learners' input may be considered.

## **5.5 RECOMMENDATIONS**

As seen from the literature review in Chapter 2, there is a need to improve reading levels of South African learners. A lack of reading for meaning has a negative impact on the academic performance of learners. This is evident when viewing the Progress in International Reading and Literary Study (PIRLS) and the Annual National Assessment (ANA) reports. As a result, improvement strategies should be allocated in assisting EFAL intermediate phase learners to read with meaning.

I suggest the following recommendations:

- (a) Re-structure the EFAL CAPS for Grades 4-6, so that there is an explicit focus on the teaching of reading strategies.
- (b) Re-evaluate teacher readiness to teach reading to EFAL intermediate phase learners.
- (c) Incorporate the explicit teaching of reading strategies at tertiary level, with a more defined focus on reading.

My first suggestion is to re-structure the EFAL CAPS for Grades 4-6, and to explicitly focus on the teaching of reading strategies. An explicit focus on the teaching of reading strategies may lead to learners reading for meaning and improving academic performance, since it is stated in the EFAL CAPS for Grades 4-6 that reading and viewing as skillsets are important and necessary for "successful learning across the curriculum" (DBE, 2011b:15). Moreover, the term 'reading' is not explicitly defined in the CAPS document. There is a section on 'reading and viewing' in the

CAPS document, but no definition of what is meant with reading, as well as viewing. Additionally, reading is linked to all other language skills. Without sufficient reading development, the three other language skills, namely, listening, speaking and writing, will not be sufficiently developed (Ramaphosa, 2019). Sufficient reading development relies heavily on the use of reading strategies. Furthermore, the use of appropriate reading strategies will enable a learner to comprehend what is read, and the learner will also become a better reader (Akyol *et al.*, 2017:199; Stockard, 2011:2). If a learner struggles to read, more reading is not going to improve the reading without intervention strategies or explicit focus on reading strategies. Hence, the suggestion is that the EFAL CAPS for Grades 4-6 should include an explicit focus on the teaching of reading strategies.

The second suggestion is to re-evaluate teacher readiness to teach reading to EFAL intermediate phase learners. With regard to teachers teaching reading, the “Teacher Prep Review: A Review of the Nation’s Teacher Preparation Programs”, as reported by the National Council on Teacher Quality (NCTQ) (Greenberg *et al.*, 2015) suggests that current ESL teachers are not receiving effective training to teach reading. Here, the suggestion is that teacher readiness to teach reading can be evaluated by trusted councils, with the necessity to provide assistance if a teacher struggles to teach reading successfully. Along with this is the need to develop teachers’ reading pedagogies. To conclude, this can be improved by means of partaking in additional training courses provided by the Department of Education.

The third suggestion is to incorporate the explicit teaching of reading strategies at tertiary level, with a more defined focus on reading. Sufficient pre-service teacher training to teach reading will be beneficial, for both the student teacher and the learner. When viewing the data analysis of educational documentation provided by Tertiary Institution A and B, it is evident that there is a focus on the teaching of reading, including the teaching of reading strategies specifically. The suggestion here is that more support from higher educational institutions, with initial teacher training focusing on more exposure to the teaching of reading strategies, reading programmes, and sufficient reading instructions, should be provided by all tertiary institutions in South Africa.

## **5.6 FINAL REFLECTIONS**

This study explored which reading strategies are applied by teachers in the EFAL intermediate phase classroom. Additionally, the study also highlighted what has not been done by the previous studies to solve the reading challenges in South African schools. It is important to mention this since it will serve as a gap for this study. With this in mind, it is evident from previous studies that more attention should be given on researching to what extent pre-service teachers are prepared to teach reading in an EFAL intermediate phase classroom. Along with this, more research

focusing on the benefits of McEwan's Seven Strategies on reading development in an EFAL intermediate phase classroom, is needed. The benefits of teaching reading strategies explicitly in an EFAL intermediate phase classroom were highlighted, along with the fact that the explicit teaching of reading strategies may lead to increased reading for meaning. Applying reading strategies to develop meaningful reading was explored, along with the importance of EFAL intermediate phase teachers to teach these strategies. Additionally, the importance of pre-service teacher training to teach reading was also explained since the role of EFAL teachers to teach these strategies cannot be over-emphasised. Teachers require on-going training to teach reading strategies effectively. This study opened the opportunity to conduct additional studies on the effect of the teaching of reading strategies in EFAL intermediate phase classrooms in South Africa. Reading challenges are not limited to EFAL intermediate phase classrooms, and additional studies based on the explicit teaching of reading strategies in other subjects can be done. This study contributed to the academic community by means of investigating a noticeable problem in the South African education system, namely reading for meaning. The findings of this study, along with the recommendations, can act as a starting point for future studies based on reading strategies, where reading for meaning is problematic.

## REFERENCES

- Adlof, S.M., Catts, H.W. & Little, T.D. 2006. Should the simple view of reading include a fluency component? *Reading and Writing*, 19(9):933-958. <http://dx.doi.org/10.1007/s11145-006-9024-z>
- Adom, D., Hussein, E.K. & Agyem, J.A. 2018. Theoretical and conceptual framework: mandatory ingredients of a quality research. *International Journal of Scientific Research*, 7(1):438-441. <http://dx.doi.org/10.36106/ijsr>
- Akyeampong, K., Pryor, J. & Ampiah, J.G. 2006. A vision of successful schooling: Ghanaian teachers' understandings of learning, teaching and assessment. *Comparative Education*, 42(2):155-176. <https://doi.org/10.1080/03050060600627936>
- Akyol, H., Çakiroğlu, A. & Kuruyer, H.G. 2017. A study on the development of reading skills of the students having difficulty in reading: Enrichment reading program. *International Electronic Journal of Elementary Education*, 6(2):199-212. <https://www.iejee.com/index.php/IEJEE/article/view/41>
- Almutairi, N.R. 2018. *Effective reading strategies for increasing the reading comprehension level of third-grade students with learning disabilities*. Kalamazoo, MI: Western Michigan University. (Dissertation - DEd). <https://scholarworks.wmich.edu/dissertations/3247>
- Anderson, N.J. 1991. Individual differences in strategy use in second language reading and testing. *The Modern Language Journal*, 75(4):460-472. <https://doi.org/10.2307/329495>
- Anderson, R.C., Hiebert, E.H., Scott, J.A. & Wilkinson, I.A.G. 1985. *Becoming a nation of readers: The report of the Commission on Reading*. Pittsburgh, PA: National Academy of Education. Available from ERIC: <https://files.eric.ed.gov/fulltext/ED253865.pdf>.
- Andrews, S. 2003. 'Just like instant noodles': L2 teachers and their beliefs about grammar pedagogy. *Teachers and Teaching*, 9(4):351-375. <https://doi.org/10.1080/1354060032000097253>
- Anstey, M. & Bull, G. 2004. *The literacy labyrinth*. 2nd ed. Frenchs Forest, NSW: Prentice Hall.
- Anstey, M. & Bull, G. 2006. *Teaching and learning multiliteracies: Changing times, changing literacies*. Newark, DE: International Reading Association.
- Ariandika, A.G. & Kartikawati, D. 2018. Effective method of teaching reading (A case study). *Jurnal Bahasa Lingua Scientia*, 10(2):275-286. <https://doi.org/10.21274/ls.v10i2.1203>

- Armstrong, P. 2014. *Teacher incentives in South Africa: A theoretical investigation of the possibilities*. [Working Paper 07/2014]. Stellenbosch, South Africa: Stellenbosch University, Department of Economics. <https://ideas.repec.org/p/sza/wpaper/wpapers212.html>.
- Arshed, N. & Dansen, M. 2015. The literature review. In: O'Gorman, K. & MacIntosh, R., eds. *Research methods for business & management*. Oxford: Goodfellow Publishers. pp. 31-49.
- Astalin, P.K. 2013. Qualitative research designs: A conceptual framework. *International Journal of Social Science & Interdisciplinary Research*, 2(1):118-124.  
<http://indianresearchjournals.com/pdf/IJSSIR/2013/January/13.pdf>
- Australian Bureau of Statistics. 2021. *Statistical language - What are variables?*  
<https://www.abs.gov.au/websitedbs/D3310114.nsf/home/statistical+language+-+what+are+variables> Date of access: 5 Aug. 2020.
- Bailey, E. 2019. *Making inferences to improve reading comprehension: Improving reading comprehension for students with dyslexia*. <https://www.thoughtco.com/making-inferences-3111201> Date of access: 5 Aug. 2020.
- Banda, F. 2000. The dilemma of the mother tongue: Prospects for bilingual education in South Africa. *Language, Culture and Curriculum*, 13(1):51-66.  
<https://doi.org/10.1080/07908310008666589>
- Baştuğ, M. & Akyol, H. 2012. The level of prediction of reading comprehension by fluent reading skills. *Journal of Theoretical Educational Science*, 5(4):394-411.  
<https://dergipark.org.tr/en/download/article-file/304199>
- Baxter, J. & Eyles, J. 1997. Evaluating qualitative research in social geography: Establishing 'rigour' in interview analysis. *Transactions of the Institute of British Geographers*, 22(4):505-525.  
<https://doi.org/10.1111/j.0020-2754.1997.00505.x>
- Bayat, N. & Çetinkaya, G. 2020. The relationship between inference skills and reading comprehension. *Education & Science*, 45(203):177-190.  
<http://dx.doi.org/10.15390/EB.2020.8782>
- Bear, D.R., Invernizzi, M., Templeton, S. & Johnston, F. 2012. *Words their way: Word study for phonics, vocabulary, and spelling instruction*. 5th ed. Upper Saddle River, NJ: Pearson.
- Bernard, H.R. 2011. *Research methods in anthropology*. 5th ed. Lanham, MD: AltaMira Press.

- Bharuthram, S. 2012. Making a case for the teaching of reading across the curriculum in higher education. *South African Journal of Education*, 32(2):205-214. <http://ref.scielo.org/94rdkc>
- Bhorat, H. & van der Westhuizen, C. 2012. *Poverty, inequality and the nature of economic growth in South Africa*. (Working Paper 12/151). Cape Town: Development Policy Research Unit, University of Cape Town.  
[http://www.dpru.uct.ac.za/sites/default/files/image\\_tool/images/36/DPRU%20WP12-151.pdf](http://www.dpru.uct.ac.za/sites/default/files/image_tool/images/36/DPRU%20WP12-151.pdf)
- Binder, C. 1996. Behavioral fluency: Evolution of a new paradigm. *The Behavior Analyst*, 19(2):163-197. <https://dx.doi.org/10.1007%2F03393163>
- Bird, S. 2003. Phonology. In: Mitkov, R., ed. *The Oxford handbook of computational linguistics*. Oxford: Oxford University Press. pp. 25-47.
- Bitsch, V. 2005. Qualitative research: A grounded theory Example and evaluation criteria. *Journal of Agribusiness*, 23(1):75-91. <https://doi.org/10.22004/ag.econ.59612>
- Block, C.C. & Duffy, G.G. 2008. Research on teaching comprehension: Where we've been and where we're going. In: Block, C.C. & Parris, S.R., eds. *Comprehension instruction: Research-based best practices*. 2nd ed. New York, NY: Guilford Press. pp. 19-37.
- Boakye, N. 2015. The social dimension of reading literacy development in South Africa: Bridging inequalities among the various language groups. *International Journal of the Sociology of Language*, 2015(234):133-156. <https://doi.org/10.1515/ijsl-2015-0008>
- Bojovic, M. 2010. *Reading skills and reading comprehension in English for Specific Purposes*. Paper presented at the The International Language Conference: The Importance of Learning Professional Foreign Languages for Communication between Cultures, Celje, Slovenia, 23-24 Sep. <https://www.researchgate.net/publication/261213403>.
- Bowen, G.A. 2009. Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2):27-40. <https://doi.org/10.3316/QRJ0902027>
- Bright, J.A. & McGregor, G.P. 1970. *Teaching English as a second language: Theory and techniques for the secondary stage*. London: Longman.
- Brosnan, J. 2015. *An investigation of a precision teaching intervention programme as a tier 2 intervention targeting foundational reading skills with at risk readers*. Galway, Ireland: NUI Galway. (Doctoral Dissertation).

- Brown, A.L. 1992. Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *Journal of the Learning Sciences*, 2(2):141-178. [https://doi.org/10.1207/s15327809jls0202\\_2](https://doi.org/10.1207/s15327809jls0202_2)
- Brown, I.T.J. 2002. Individual and technological factors affecting perceived ease of use of web-based learning technologies in a developing country. *The Electronic Journal of Information Systems in Developing Countries*, 9(1):1-15. <https://doi.org/10.1002/j.1681-4835.2002.tb00055.x>
- Bus, A.G. 2001. Parent-child book reading through the lens of attachment theory. In: Verhoeven, L.T. & Snow, C.E., eds. *Literacy and motivation: Reading engagement in individuals and groups*. Mahwah, NJ: Lawrence Erlbaum Associates. pp. 35-49.
- Canale, M. & Swain, M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1):1-47. <https://doi.org/10.1093/applin/1.1.1>
- Carnoy, M. & Chisholm, L. 2008. *Towards understanding student academic performance in South Africa: A pilot study of grade 6 mathematics lessons in Gauteng province*. Pretoria: Human Sciences Research Council. <http://hdl.handle.net/20.500.11910/5484>
- Carrasquillo, A. & Rodríguez, V. 2002. *Language minority students in the mainstream classroom*. 2nd ed. Blue Ridge Summit, PA: Multilingual Matters.
- Carrell, P.L. 1991. Second language reading: Reading ability or language proficiency? *Applied Linguistics*, 12(2):159-179. <https://doi.org/10.1093/applin/12.2.159>
- Catts, H.W. 2018. The simple view of reading: Advancements and false impressions. *Remedial and Special Education*, 39(5):317-323. <https://doi.org/10.1177/0741932518767563>
- Catts, H.W., Adlof, S.M., Hogan, T.P. & Weismer, S.E. 2005. Are specific language impairment and dyslexia distinct disorders? *Journal of Speech, Language, and Hearing Research*, 48(6):1378-1396. [https://doi.org/10.1044/1092-4388\(2005/096\)](https://doi.org/10.1044/1092-4388(2005/096))
- Cekiso, M. & Madikiza, N. 2014. Reading strategies used by Grade 9 English Second Language learners in a selected school. *Reading & Writing*, 5(1):1-7. <https://doi.org/10.4102/rw.v5i1.42>
- Cerdán, R., Gilabert, R. & Vidal-Abarca, E. 2011. Selecting information to answer questions: Strategic individual differences when searching texts. *Learning and Individual Differences*, 21(2):201-205. <https://doi.org/10.1016/j.lindif.2010.11.007>

- Chastain, K. 1988. *Developing second-language skills: theory and practice*. 3rd ed. San Diego, CA: Harcourt Brace.
- Chettri, K. & Rout, S.K. 2013. Reading habits - An overview. *Journal of Humanities and Social Science*, 14(3):13-17. <https://doi.org/10.9790/0837-01461317>
- Chilisa, B. & Preece, J. 2005. *Research methods for adult educators in Africa*. Hamburg: UNESCO. <https://uil.unesco.org/adult-education/research-methods-adult-educators-africa>.
- Cohen, L., Manion, L. & Morrison, K. 2007. *Research methods in education*. 6th ed. London: Routledge.
- Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. 7th ed. London: Routledge.
- Collins, C. & Pressley, M. 2002. *Comprehension instruction: Research-based best practices*. New York, NY: Guilford Press.
- Cook, C. 2016. *Fluency interventions and the impact on comprehension*. Huntington, WV: Marshall University. (Research Paper - MEd). <https://mds.marshall.edu/etd/981>
- Corbin, J.M. & Strauss, A.L. 2008. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. 3rd ed. Los Angeles, CA: Sage.
- Corcoran, C.A. & Davis, A.D. 2005. A study of the effects of readers' theater on second and third grade special education students' fluency growth. *Reading Improvement*, 42(2):105-111. <https://link.gale.com/apps/doc/A134458757/AONE?u=27uos&sid=googleScholar&xid=9b265d80>
- Corder, S.P. 1982. *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Creswell, J.W. 2013. *Qualitative inquiry and research design: Choosing among five approaches*. 3rd ed. London: Sage.
- Creswell, J.W. 2014. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: Sage.
- Cummins, J. 1979. Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2):222-251. <https://doi.org/10.3102/00346543049002222>

Daly, E.J., Chafouleas, S.M., Persampieri, M., Bonfiglio, C.M. & LaFleur, K. 2004. Teaching phoneme segmenting and blending as critical early literacy skills: An experimental analysis of minimal textual repertoires. *Journal of Behavioral Education*, 13(3):165-178.

<https://doi.org/10.1023/B:JOB.0000037627.51167.ea>

Davenport, C.A., Alber-Morgan, S.R. & Konrad, M. 2019. Effects of behavioral skills training on teacher implementation of a reading racetrack intervention. *Education and Treatment of Children*, 42(3):385-407. <https://doi.org/10.1353/etc.2019.0018>

Davoudi, M. 2005. Infernece (*sic*) generation skill and text comprehension. *The Reading Matrix*, 5(1):106-123. <https://readingmatrix.com/articles/davoudi/article.pdf>

DBE **see** Department of Basic Education (South Africa).

DeJonckheere, M. & Vaughn, L.M. 2019. Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, 7(2):e000057. 10.1136/fmch-2018-000057

Denscombe, M. 2010. *The good research guide: For small-scale social research projects*. 4th ed. Maidenhead: McGraw-Hill/Open UP.

Denscombe, M. 2017. *The good research guide: For small-scale social research projects*. 6th ed. London: Open UP.

Denzin, N.K. & Lincoln, Y.S. 2005. Introduction: The discipline and practice of qualitative research. In: Denzin, N.K. & Lincoln, Y.S., eds. *The Sage handbook of qualitative research*. 3rd ed. Thousand Oaks, CA: Sage. pp. 1-32.

Department of Basic Education (South Africa). 2011a. Curriculum and Assessment Policy Statement: Intermediate Phase Grades 4-6: English First Additional Language. Pretoria: Government Printers.

[https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSIntermediate/tabid/572/Default.aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSIntermediate/tabid/572/Default.aspx).

Department of Basic Education (South Africa). 2011b. Report on the Annual National Assessments of 2011. Pretoria: Government Printers.

<https://www.education.gov.za/Portals/0/Documents/Reports/2011%20ANA%20Report.pdf?ver=2011-06-29-134006-000>.

Department of Basic Education (South Africa). 2012. Report on the Annual National Assessments of 2012: Grades 1 to 6 & 9. Pretoria: Government Printers.  
<https://www.education.gov.za/Portals/0/Documents/Reports/ANA%20REPORT%202012.pdf?ver=2012-12-04-151536-000>.

Department of Basic Education (South Africa). 2013. Report on the Annual National Assessments of 2013: Grades 1 to 6 & 9. Pretoria: Government Printers.  
[https://www.education.gov.za/Portals/0/Documents/Reports/ANA%20Report%202013%20\(2\).pdf?ver=2013-12-05-123612-000](https://www.education.gov.za/Portals/0/Documents/Reports/ANA%20Report%202013%20(2).pdf?ver=2013-12-05-123612-000).

Department of Basic Education (South Africa). 2014. Report on the Annual National Assessments of 2014: Grades 1-6 & 9. Pretoria: Government Printers.  
[https://www.sqaq.org.za/docs/rep\\_annual/2014/REPORT%20ON%20THE%20ANA%20OF%202014.pdf](https://www.sqaq.org.za/docs/rep_annual/2014/REPORT%20ON%20THE%20ANA%20OF%202014.pdf).

Department of Basic Education (South Africa). 2020. Annual Report 2019/2020. Pretoria: Government Printers. [https://www.gov.za/sites/default/files/gcis\\_document/202012/basic-education-annual-report-fy1920.pdf](https://www.gov.za/sites/default/files/gcis_document/202012/basic-education-annual-report-fy1920.pdf).

Department of Education (South Africa). 2000a. Foundations for learning campaign 2008 - 2011. (Notice no. 306). *Government Gazette*, 30880, 3, 14 Mar. Pretoria: Government Printers.  
<http://www.eccurriculum.co.za/FoundationPhase/FFL-Gazette30880-2008.pdf>.

Department of Education (South Africa). 2000b. National Education Policy Act 27 of 1996: Norms and standards for educators. (Notice no. 82). *Government Gazette*, 20844, 3, 4 Feb. Pretoria: Government Printers. <https://www.gov.za/documents/national-education-policy-act-norms-and-standards-educators>.

Department of Education (South Africa). 2001. Education White Paper 6: Special needs education: Building an inclusive education and training system. Pretoria: Government Printers.  
<https://www.education.gov.za/Portals/0/Documents/Legislation/White%20paper/Education%20%20White%20Paper%206.pdf?ver=2008-03-05-104651-000>.

Department of Higher Education and Training (South Africa). 2011. National Qualifications Framework Act 67 of 2008: Policy on the minimum requirements for teacher education qualifications. (Notice no. 583). *Government Gazette*, 34467, 3, 15 Jul. Pretoria: Government Printers.  
[https://www.dhet.gov.za/Teacher%20Education/Policy%20on%20Minimum%20Requirements%20for%20Teacher%20Education%20Qualifications%20\(2011\),%2022%20July%202011.pdf](https://www.dhet.gov.za/Teacher%20Education/Policy%20on%20Minimum%20Requirements%20for%20Teacher%20Education%20Qualifications%20(2011),%2022%20July%202011.pdf).

DHET **see** Department of Higher Education and Training.

Dikotla, M. 2018. Teach in first language, it's key to success: Switching to second-language teaching too early places pupils at a great disadvantage. *Mail & Guardian*, 2 Feb. <https://www.jet.org.za/clearinghouse/projects/printed/resources/language-and-literacy-resources-repository/teach-in-first-language-dikotla-at-molteno.pdf/view> Date of access: 14 Oct. 2021.

Donnelly, M. 2018. The purpose of shared reading & the power of re-reading with boardmaker activities-to-go! *Boardmaker*, 12 Dec. <https://goboardmaker.com/blogs/news/the-purpose-of-shared-reading-the-power-of-re-reading-with-boardmaker-activities-to-go>.

Dreyer, C. 1998. Improving learners' reading comprehension by means of strategy instruction. *Journal of Language Teaching*, 31(1):18-29.

Easwaramoorthy, M. & Zarinpoush, F. 2006. *Interviewing for research*. TipSheet #6. Toronto, ON: Imagine Canada. [http://sectorsource.ca/sites/default/files/resources/files/tipsheet6\\_interviewing\\_for\\_research\\_en\\_0.pdf](http://sectorsource.ca/sites/default/files/resources/files/tipsheet6_interviewing_for_research_en_0.pdf).

Elgort, I., Beliaeva, N. & Boers, F. 2020. Contextual word learning in the first and second language: Definition placement and inference error effects on declarative and nondeclarative knowledge. *Studies in Second Language Acquisition*, 42(1):7-32. <https://doi.org/10.1017/S0272263119000561>

Elmore, R. & Sykes, G. 1992. Curriculum policy. In: Jackson, P.W., ed. *Handbook of research on curriculum: A project of the American Educational Research Association*. New York, NY: MacMillan. pp. 185-215.

Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1):1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>

Eyre, G. 2005. *The development and practice of literacy: A voyage of discovery*. <http://www.iasl-slo.org/ifla2005-eyre.doc> Date of access: 19 Nov. 2019.

Ezc, C.J. 2000. *Factors that hinder reading proficiency among primary school pupils in Lhiala Local Government Area*. Awka, Nigeria: Nnamdi Azikiwe University. (Unpublished Research Project - BSc).

- Feez, S. & Joyce, H. 1998. *Text-based syllabus design*. Sydney: Sydney Macquarie University.
- Fesi, L. & Makeleni, S. 2020. Teaching strategies used by teachers to support grade 4 learners with reading difficulties. *International Journal of Innovative Science, Engineering & Technology*, 7(2):227-240. [http://ijiset.com/vol7/v7s2/IJISSET\\_V7\\_I2\\_25.pdf](http://ijiset.com/vol7/v7s2/IJISSET_V7_I2_25.pdf)
- Feyfant, A. & Gausssel, M. 2007. Reading methods and learning difficulties. *Dossier d'Actualité*, 31:1-15. <https://www.researchgate.net/publication/279445801>
- Fleisch, B. 2008. *Primary education in crisis: Why South African schoolchildren underachieve in reading and mathematics*. Cape Town: Juta.
- Flowerdew, J. & Peacock, M. 2001. *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.
- Flyvbjerg, B. 2006. Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2):219-245. <https://doi.org/10.1177/1077800405284363>
- Foley, A. 2010. Mother-tongue education in South Africa. *Teaching English Today*. <https://teachenglishtoday.org/index.php/2010/06/mother-tongue-education-in-south-africa-2/>
- Frankel, K.K., Becker, B.L.C., Rowe, M.W. & Pearson, P.D. 2016. From “what is reading?” to what is literacy? *Journal of Education*, 196(3):7-17. <https://doi.org/10.1177/002205741619600303>
- Gambrell, L.B. & Koskinen, P.S. 2002. Imagery: A strategy for enhancing comprehension. In: Block, C.C. & Pressley, M., eds. *Comprehension instruction: Research-based best practices*. New York, NY: Guilford Press. pp. 305-318.
- Geske, A. & Ozola, A. 2008. Factors influencing reading literacy at the primary school level. *Problems of Education in the 21st Century*, 6:71-77. <http://oaji.net/articles/2014/457-1392233338.pdf>
- Getachew, Y. 2015. Pre-service teacher training for alternative basic education facilitators: Report after training to give the supporter scope of the training. Addis Ababa: UNESCO. [https://unevoc.unesco.org/e-forum/alternativ\\_basic\\_education.pdf](https://unevoc.unesco.org/e-forum/alternativ_basic_education.pdf).
- Ghazanfari, M. 2009. The role of vizualization in EFL learners' reading comprehension and recall of short stories. *Iranian Journal of Applied Language Studies*, 1(1):1-23. <https://www.sid.ir/en/journal/ViewPaper.aspx?ID=166845>

- Ghuma, M.A.M. 2011. *The transferability of reading strategies between L1 (Arabic) and L2 (English)*. Durham: Durham University. (Thesis - PhD). <http://etheses.dur.ac.uk/924/>
- Gobena, T., Alemayahu, T. & Fantahun, T. 2004. *Lecture notes: Documentation for health extension workers*. Addis Ababa: Ethiopia Public Health Training Initiative. <https://www.researchgate.net/publication/279867115>
- Gosling, L. & Edwards, M. 2003. *Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment*. 2nd ed. London: Save the Children.
- Gough, P.B. & Tunmer, W.E. 1986. Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1):6-10. <https://doi.org/10.1177/074193258600700104>
- Gove, A. & Cvelich, P. 2011. *Early reading: Igniting education for all. A report by the Early Grade Learning Community of Practice*. Rev. ed. Research Triangle Park, NC: Research Triangle Institute. <https://files.eric.ed.gov/fulltext/ED520290.pdf>.
- Grabe, W. 1991. Current developments in second language reading research. *TESOL Quarterly*, 25(3):375-406. <https://doi.org/10.2307/3586977>
- Grabe, W. & Stoller, F.L. 2002. *Teaching and researching reading*. Harlow: Pearson Education.
- Greenberg, J., Walsh, K. & McKee, A. 2015. *2014 Teacher prep review: A review of the nation's teacher preparation programmes*. Washington, DC. <https://files.eric.ed.gov/fulltext/ED556254.pdf>
- Grigg, W.S., Daane, M.C., Jin, Y. & Campbell, J.R. 2003. *The nation's report card: Reading 2002*. Washington, DC: U.S. Department of Education, NAEP, NCES. <https://nces.ed.gov/nationsreportcard/pdf/main2002/2003521.pdf>
- Guba, E.G. 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology (now ECTJ)*, 29(2):75. <https://doi.org/10.1007/BF02766777>
- Guerriero, S. 2017. *Pedagogical knowledge and the changing nature of the teaching profession*. Paris: OECD. <http://dx.doi.org/10.1787/9789264270695-en>
- Gustafsson, M. & Patel, F. 2009. *Managing the teacher pay system: What the local and international data are telling us*. (Working Paper 26/2009). Stellenbosch, South Africa: University of Stellenbosch. <https://resep.sun.ac.za/managing-the-teacher-pay-system/>.

- Guthrie, J.T. & Wigfield, A. 2000. Engagement and motivation in reading. In: Karmil, M.L., Mosenthal, P.B., Pearson, P.D. & Barr, R., eds. *The handbook of reading research, vol. III*. Mahwah, NJ: Lawrence Erlbaum Associates. pp. 403-420.
- Hailikari, T., Katajavuori, N. & Lindblom-Ylänne, S. 2008. The relevance of prior knowledge in learning and instructional design. *American Journal of Pharmaceutical Education*, 72(5):113-113. <https://doi.org/10.5688/aj7205113>
- Hawkins, R.O., Marsicano, R., Schmitt, A.J., McCallum, E. & Musti-Rao, S. 2015. Comparing the efficiency of repeated reading and listening-while-reading to improve fluency and comprehension. *Education and Treatment of Children*, 38(1):49-70. <http://www.jstor.org/stable/44683851>
- Head Start ECLKC. 2021. *Using and sharing data*. <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/using-sharing-data> Date of access: 7 Oct. 2021.
- Heng, K. 2014. *Communicative language teaching in EFL contexts: Challenges and suggestions for successful implementation*. Canberra: University of Canberra. (Dissertation - MA). <https://doi.org/10.13140/RG.2.2.10684.28809>
- Hesse-Biber, S.N. & Leavy, P.L. 2011. *The practice of qualitative research*. 2nd ed. Los Angeles, CA: Sage.
- Hill, H.C., Rowan, B. & Ball, D.L. 2005. Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2):371-406. <https://doi.org/10.3102/00028312042002371>
- Hlaethwa, B.D. 2013. *Reading difficulties experienced by learners in the foundation phase in inclusive schools in Makapanstad*. Pretoria: Unisa. (Dissertation - MEd). <http://hdl.handle.net/10500/13678>
- Holden, J. 2004. *Creative reading: Young people, reading and public libraries*. London: Demos.
- Holloway, I. & Wheeler, S. 2002. *Qualitative research in nursing*. 2nd ed. Oxford: Blackwell.
- Hoover, W.A. & Gough, P.B. 1990. The simple view of reading. *Reading and Writing*, 2(2):127-160. <https://doi.org/10.1007/BF00401799>
- Howie, S., Venter, E., van Staden, S., Zimmerman, L., Long, C., Du Toit, C., ... Archer, E. 2008. *PIRLS 2006 Summary Report: South African children's reading literacy achievement*. Pretoria: University of Pretoria, Centre for Evaluation and Assessment.

[https://repository.up.ac.za/bitstream/handle/2263/65994/Howie\\_PIRLS\\_2006.pdf?sequence=1&isAllowed=y](https://repository.up.ac.za/bitstream/handle/2263/65994/Howie_PIRLS_2006.pdf?sequence=1&isAllowed=y)

Hussey, J. & Hussey, R. 1997. *Business research: A practical guide for undergraduate and postgraduate students*. London: MacMillan.

Jain, C.R., Apple, D.K. & Ellis, J., W. 2015. What is self-growth? *International Journal of Process Education*, 7(1):41-52. <http://www.ijpe.online//2015/selfgrowth.pdf>

Jelfs, A. & Richardson, J.T.E. 2010. Perceptions of academic quality and approaches to studying among disabled and nondisabled students in distance education. *Studies in Higher Education*, 35(5):593-607. <https://doi.org/10.1080/03075070903222666>

Jones, R.C. 2018. *Strategies for reading comprehension*.  
<https://www.readingquest.org/summarize.html> Date of access: 12 Aug. 2020.

Joubert, I., Bester, M., Meyer, E., Evans, R. & Phatudi, N. 2015. *Literacy in the foundation phase*. 2nd rev. ed. Pretoria: Van Schaik.

Jung, W., Cho, G. & Ambrosetti, D. 2011. Preservice teachers' confidence levels in working with students with special needs: Improving preservice teacher training programs. *Electronic Journal for Inclusive Education*, 2(7):1-22. <https://corescholar.libraries.wright.edu/ejie/vol2/iss7/7/>

Keene, E.O. & Zimmermann, S. 1997. *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Kielborn, T. 2001. *Characteristics of qualitative research*. [PowerPoint]. <https://bit.ly/3DDd0Tk>  
Date of access: 4 Oct, 2018.

Kirby, J.R. & Savage, R.S. 2008. Can the simple view deal with the complexities of reading? *Literacy*, 42(2):75-82. <https://doi.org/10.1111/j.1741-4369.2008.00487.x>

Klapwijk, N.M. 2012. Reading strategy instruction and teacher change: Implications for teacher training. *South African Journal of Education*, 32(2):191-204. <http://ref.scielo.org/q7scvb>

Klapwijk, N.M. 2015. EMC2 = comprehension: A reading strategy instruction framework for all teachers. *South African Journal of Education*, 35(1):1-10. <http://ref.scielo.org/37b7fb>

Klapwijk, N.M. & Van der Walt, C. 2012. Measuring reading strategy knowledge transfer: Motivation for teachers to implement reading strategy instruction. *Per Linguam*, 27(2), <https://doi.org/10.5785/27-2-106>

Kumaravadivelu, B. 2002. *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.

Kvale, S. 1996. *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.

Li, D. 2004. Trustworthiness of think-aloud protocols in the study of translation processes. *International Journal of Applied Linguistics*, 14(3):301-313. <https://doi.org/10.1111/j.1473-4192.2004.00067.x>

Linake, M.A. 2015. *A Case study of students' first additional language reading and response in the faculty of education at the University of Fort Hare: Eastern Cape Alice, South Africa*: University of Fort Hare. (Thesis - PhD). <http://hdl.handle.net/10353/5851>

Lincoln, Y.S. & Guba, E.G. 1982. *Establishing dependability and confirmability in naturalistic inquiry through an audit*. Paper presented at the 66th Annual Meeting of the American Educational Research Association, New York, NY, USA, 19-23 Mar. <https://files.eric.ed.gov/fulltext/ED216019.pdf>.

Mabasa, L.T. & Lumadi, T.Z. 2016. Teaching strategies for improving reading and writing in English First Additional Language for men and women. *Gender and Behaviour*, 14(2):7489-7494. <https://hdl.handle.net/10520/EJC-5a37b8746>

Madikiza, N., Cekiso, M., Tshotsho, B.P. & Landa, N. 2018. Analysing English First Additional Language teachers' understanding and implementation of reading strategies. *Reading & Writing*, 9(1):1-10. <https://files.eric.ed.gov/fulltext/EJ1197053.pdf>

Magliano, J.P., Loschky, L.S., Clinton, J.A. & Larson, A.M. 2008. Is reading the same as viewing? An exploration of the similarities and differences between processing text- and visually based narratives. In: Miller, B., Cutting, L. & McCardle, P., eds. *Unraveling the behavioral, neurobiological, & genetic components of reading comprehension*. Baltimore, MD: Brookes Publishing. pp. 78-90.

Magnusson, C.G., Roe, A. & Blikstad-Balas, M. 2019. To what extent and how are reading comprehension strategies part of language arts instruction? A study of lower secondary classrooms. *Reading Research Quarterly*, 54(2):187-212. <https://doi.org/10.1002/rrq.231>

Maree, K. 2016a. Planning a research proposal. In: Maree, K., ed. *First steps in research*. 2nd ed. Pretoria: Van Schaik. pp. 25-47.

Maree, K. & van der Westhuizen, C. 2007. Planning a research proposal. In: Maree, K., ed. *First steps in research*. Pretoria: Van Schaik. pp. 24-46.

Maree, K. & Pietersen, J. 2016. Sampling. In: Maree, K., ed. *First steps in research*. 2nd ed. Pretoria: Van Schaik. pp. 192-203.

Maree, K., ed. 2016b. *First steps in research*. 2nd ed. Pretoria: Van Schaik.

Marina, V. & Marmiené, A. 2006. Text-based language teaching and the analysis of tasks presented in English course books for students of information technology and computing. *Santalka*, 14(2):99-105. <https://vb.vgtu.lt/object/elaba:6115106/6115106.pdf>

Martens, B.K., Werder, C.S., Hier, B.O. & Koenig, E.A. 2013. Fluency training in phoneme blending: A preliminary study of generalized effects. *Journal of Behavioral Education*, 22(1):16-36. <http://www.jstor.org/stable/41824594>

Martin, D. 1991. *How to be a successful student: A complete summary of the tools, tips and techniques for becoming an efficient and successful student*. 2nd ed. La Honda, CA: Marin Trails Publishing.

Mashau, T.S. 2012. Pre-service teacher training in South Africa : are student teachers offered adequate training about the South African education system? *American International Journal of Contemporary Research*, 2(5):55-59. <http://hdl.handle.net/11602/639>

McArthur, G., Castles, A., Kohnen, S. & Banales, E. 2016. Low self-concept in poor readers: prevalence, heterogeneity, and risk. *PeerJ*, 4:1-25. <https://doi.org/10.7717/peerj.2669>

McBride, S.-L. 2019, 26 Apr. *Why are South African children struggling to read properly?* [Blog post]. <https://africasacountry.com/2019/04/why-are-south-african-children-struggling-to-read-properly> Date of access: 14 Oct. 2021.

McEwan, E.K. 2004. *Seven strategies of highly effective readers: Using cognitive research to boost K-8 achievement*. Thousand Oaks, CA: Corwin.

McNamara, C. 2006. *Field guide to consulting and organizational development: A collaborative and systems approach to performance, change and learning*. Minneapolis, MN: Authenticity Consulting.

Mehta, P.D., Foorman, B.R., Branum-Martin, L. & Taylor, W.P. 2005. Literacy as a unidimensional multilevel construct: Validation, sources of influence, and implications in a

longitudinal study in grades 1 to 4. *Scientific Studies of Reading*, 9(2):85-116.

[https://doi.org/10.1207/s1532799xssr0902\\_1](https://doi.org/10.1207/s1532799xssr0902_1)

Meneghetti, C., Carretti, B. & De Beni, R. 2006. Components of reading comprehension and scholastic achievement. *Learning and Individual Differences*, 16(4):291-301.

<https://doi.org/10.1016/j.lindif.2006.11.001>

Merriam, S.B. 2009. *Qualitative research: A guide to design and implementation*. Rev. Exp. ed. San Francisco, CA: Jossey-Bass.

Miller, E. 2002. Oski and tree have rowdy, long history. *The Daily Californian*, 22 Nov.

Mills, K.A. 2008. *The seven habits of highly effective readers*. Paper presented at the National Conference by the Australian Literacy Educators' Association and Australian Association for the Teaching of Language: Stories, places, spaces: Literacy and identity, Adelaide, Australia, 6-9 Jul. <https://www.researchgate.net/publication/27474121>.

Moats, L.C. 2020. *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. <https://www.aft.org/ae/summer2020/moats> Date of access: 5 Aug. 2020.

Mohammed, I. & Amponsah, O. 2002. Predominant factors contributing to low reading abilities of pupils at Elsie Lund Basic School in the Tamale Metropolis, Ghana. *African Educational Research Journal*, 6(4):273-278. <https://eric.ed.gov/?id=EJ1208309>

Mokhtari, K. & Reichard, C.A. 2002. Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2):249-259. <https://doi.org/10.1037/0022-0663.94.2.249>

Moloi, M. & Strauss, J. 2005. The SACMEQ II project in South Africa: A study of the conditions of schooling and the quality of education. Gaborone, Botswana: SACMEQ. <http://www.sacmeq.org/?q=sacmeq-projects/sacmeq-ii/reports>.

Mophosho, M., Khoza-Shangase, K. & Sebole, L.L. 2019. The reading comprehension of grade 5 Setswana-speaking learners in rural schools in South Africa: Does home language matter? *Per Linguam*, 35(3):59-73. <https://doi.org/10.5785/35-3-844>

Mthembu-Funeka, W.N.Z. 2009. *Genre - based approach to IsiZulu home language education as a means to successful English first additional language education*. Richards Bay, South Africa: University of Zululand. (Thesis - PhD). <http://hdl.handle.net/10530/193>

Mullis, I.V.S., Martin, M.O., Kennedy, A.M. & Foy, P. 2007. *PIRLS 2006 International Report: IEA's progress in international reading literacy study in primary school in 40 countries*. Chestnut Hill, MA: TIMSS & PIRLS International Study Centre.

[https://timssandpirls.bc.edu/pirls2006/intl\\_rpt.html](https://timssandpirls.bc.edu/pirls2006/intl_rpt.html)

Mullis, I.V.S., Martin, M.O., Foy, P. & Drucker, K.T. 2012. *PIRLS 2011: International results in reading*. Boston, MA: TIMSS & PIRLS International Study Center.

[https://timssandpirls.bc.edu/pirls2011/downloads/p11\\_ir\\_fullbook.pdf](https://timssandpirls.bc.edu/pirls2011/downloads/p11_ir_fullbook.pdf)

Mullis, I.V.S., Martin, M.O., Foy, P. & Hooper, M. 2017. *PIRLS 2016: International results in reading*. Boston, MA: TIMSS & PIRLS International Study Center.

<http://timssandpirls.bc.edu/pirls2016/international-results/wp-content/uploads/structure/CompletePDF/P16-PIRLS-International-Results-in-Reading.pdf>

Murriss, K. 2016. Philosophy with children as part of the solution to the early literacy education crisis in South Africa. *European Early Childhood Education Research Journal*, 24(5):652-667.

<https://doi.org/10.1080/1350293X.2014.970856>

N'Namdi, K.A. 2005. *Guide to teaching reading at the primary school level*. Paris: UNESCO.

Available from ERIC: <https://files.eric.ed.gov/fulltext/ED495644.pdf>.

Nagy, W.E., Anderson, R.C. & Herman, P.A. 1987. Learning word meanings from context during normal reading. *American Educational Research Journal*, 24(2):237-270.

<https://doi.org/10.2307/1162893>

Naidoo, U., Reddy, K. & Dorasamy, N. 2014. Reading literacy in primary schools in South Africa: Educator perspectives on factors affecting reading literacy and strategies for improvement. *International Journal of Educational Sciences*, 7(1):155-167.

<http://hdl.handle.net/10321/1130>

National Reading Panel. 2000. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.

Washington, DC.

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

NCTQ (National Council on Teacher Quality). 2013. Teacher prep review 2013 report.

Washington, DC: NCTQ. <https://www.nctq.org/publications/Teacher-Prep-Review-2013-Report>.

NEEDU (National Education Evaluation & Development Unit). 2013. *National Report 2012: The state of literacy teaching and learning in the Foundation Phase*. Pretoria: NEEDU.

<http://www.shineliteracy.org.za/wp-content/uploads/2015/11/NEEDU-Report.pdf>

Nel, N. & Müller, H. 2010. The impact of teachers' limited english proficiency on english second language learners in South African schools. *South African Journal of Education*, 30(4):635-650.

<http://ref.scielo.org/fjq3c7>

Neuman, S., Kaefer, T. & Pinkham, A. 2020. *Building background knowledge*.

<https://www.readingrockets.org/article/building-background-knowledge> Date of access: 20 Aug. 2020.

Nieuwenhuis, J. 2007. Analysing qualitative data. In: Maree, K., ed. *First steps in research*.

Pretoria: Van Schaik. pp. 99-123.

Nieuwenhuis, J. 2016a. Introducing qualitative research. In: Maree, K., ed. *First steps in research*. 2nd ed. Pretoria: Van Schaik. pp. 50-71.

Nieuwenhuis, J. 2016b. Analysing qualitative data. In: Maree, K., ed. *First steps in research*.

2nd ed. Pretoria: Van Schaik. pp. 104-133.

Nordin, N.M., Rashid, S.M., Zubir, S.I.S.S. & Sadjirin, R. 2013. Differences in reading strategies: How ESL learners really read. *Procedia - Social and Behavioral Sciences*, 90:468-477.

<https://doi.org/10.1016/j.sbspro.2013.07.116>

Nunan, D. 2003. The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4):589-613.

<https://doi.org/10.2307/3588214>

O'Donoghue, T.A. 2007. *Planning your qualitative research project: An introduction to interpretivist research in education*. London: Routledge.

OECD. 2006. *Data*. (OECD glossary of statistical terms).

<https://stats.oecd.org/glossary/detail.asp?ID=532> Date of access: 1 Jun. 2020.

Oxford, R.L. 2017. *Teaching and researching language learning strategies: Self-regulation in context*. New York, NY: Routledge.

Paige, D.D. & Magpuri-Lavell, T. 2017. Reading fluency in the middle and secondary grades. *International Electronic Journal of Elementary Education*, 7(1):83-96.

<https://www.iejee.com/index.php/IEJEE/article/view/66>

- Palinscar, A.S. & Brown, A.L. 1984. Reciprocal teaching of comprehension-fostering and Ccmprehension-monitoring activities. *Cognition and Instruction*, 1(2):117-175.  
[https://doi.org/10.1207/s1532690xci0102\\_1](https://doi.org/10.1207/s1532690xci0102_1)
- Panigrahi, C. & Panda, K.C. 1996. Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India. *Malaysian Journal of Library & Information Science*, 1(1):57-65. <https://mjlis.um.edu.my/article/view/1691>
- Paris, S.G. & Myers, M. 1981. Comprehension monitoring, memory, and study strategies of good and poor readers. *Journal of Reading Behavior*, 13(1):5-22.  
<https://doi.org/10.1080/10862968109547390>
- Paris, S.G. & Hamilton, E.E. 2009. The development of children's reading comprehension. In: Israel, S.E. & Duffy, G.G., eds. *Handbook of research on reading comprehension*. New York, NY: Routledge. pp. 32-53.
- Patrick, G.N., Zukerberg, L., Nikolic, M., de la Monte, S., Dikkes, P. & Tsai, L.-H. 1999. Conversion of p35 to p25 deregulates Cdk5 activity and promotes neurodegeneration. *Nature*, 402(6762):615-622. <https://doi.org/10.1038/45159>
- Phala, T. & Hugo, A.J. 2016. Reading problems in the intermediate phase: grade 4 teachers' opinions. *Journal for Language Teaching*, 50(2):167-183. <https://doi.org/10.4314/jlt.v50i2.8>
- Phifer, S.J. 1983. *Effects of individual cognitive style and processing differences on metacognitive reading strategies*. Lincoln, NE: The University of Nebraska. (Thesis - PhD).  
<https://digitalcommons.unl.edu/dissertations/AAI8328187>
- Pickett, J.P. 2000. *Methodology*. The American heritage dictionary of the English language. 4th ed. Boston, MA: Houghton Mifflin.
- Pressley, M. 2006. *Reading instruction that works: The case for balanced teaching*. 3rd ed. New York, NY: Guilford Press.
- Pressley, M. & Afflerbach, P. 1995. *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Pretorius, E.J. 2002. Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning? *Language Matters*, 33(1):169-196.  
<https://doi.org/10.1080/10228190208566183>

- Pretorius, E.J. & Machet, M.P. 2004. The socio-educational context of literacy accomplishment in disadvantaged schools: Lessons for reading in the early primary school years *Journal for Language Teaching*, 38(1):45-62. <https://doi.org/10.4314/jlt.v38i1.6027>
- Pretorius, E.J. & Mampuru, D.M. 2007. Playing football without a ball: Language, reading and academic performance in a high-poverty school. *Journal of Research in Reading*, 30(1):38-58. <https://doi.org/10.1111/j.1467-9817.2006.00333.x>
- Pretorius, E.J. & Lephala, M. 2011. Reading comprehension in high-poverty schools: How should it be taught and how well does it work? *Per Linguam*, 27(2):1-24. <https://doi.org/10.5785/27-2-105>
- Pretorius, E.J. & Spaull, N. 2016. Exploring relationships between oral reading fluency and reading comprehension amongst English second language readers in South Africa. *Reading and Writing*, 29(7):1449-1471. <https://doi.org/10.1007/s11145-016-9645-9>
- Pretorius, E.J. & Klapwijk, N.M. 2016. Reading comprehension in South African schools: Are teachers getting it, and getting it right? *Per Linguam*, 32(1):1-20. <https://doi.org/10.5785/32-1-627>
- Prince, J. 2017. English language learners in a digital classroom. *The CATESOL Journal*, 29(1):51-73. <https://files.eric.ed.gov/fulltext/EJ1144336.pdf>
- Ramalepe, M.P. 2013. *An investigation of the reading levels of intermediate phase learners in Motupa Circuit, Limpopo Province*. Polokwane, South Africa: University of Limpopo. (Dissertation - MEd). <http://hdl.handle.net/10386/1118>
- Ramaphosa, C. 2019. President Cyril Ramaphosa: State of the Nation address 2019. *South African Government Newsroom*. <https://www.gov.za/speeches/2SONA2019> Date of access: 13 Nov. 2019.
- Rasinski, T.V. 1990. Effects of repeated reading and listening-while-reading on reading fluency. *The Journal of Educational Research*, 83(3):147-150. <http://www.jstor.org/stable/40539669>
- Reeves, C. 2012. Developing a framework for assessing and comparing the cognitive challenge of home language examinations. Pretoria: Umalusi. [https://www.umalusi.org.za/docs/research/2012/hl\\_examinations.pdf](https://www.umalusi.org.za/docs/research/2012/hl_examinations.pdf).
- Richards, J.C. 2005. *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.

Richards, J.C. & Rodgers, T.S. 2001. *Approaches and methods in language teaching*. 2nd ed. Cambridge: Cambridge University Press.

Ringler, L.H. & Weber, C.K. 1984. *A language-thinking approach to reading: Diagnosis and teaching*. San Diego, CA: Harcourt Brace Jovanovich.

Robinson, M. 1999. Initial teacher education in a changing South Africa: Experiences, reflections and challenges. *Journal of Education for Teaching*, 25(3):191-201.  
<https://doi.org/10.1080/02607479919484>

Rogers, D. & Swan, K. 2004. Self-regulated learning and Internet searching. *Teachers College Record*, 106(9):1804-1824.  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1067.6050&rep=rep1&type=pdf>

Rule, P. 2017. South Africa has a reading crisis: Why, and what can be done about it? *The Conversation*, 8 Dec. <https://theconversation.com/south-africa-has-a-reading-crisis-why-and-what-can-be-done-about-it-88711>.

Rule, P. & Land, S. 2017. Finding the plot in South African reading education. *Reading & Writing*, 8(1):1-8. <https://doi.org/10.4102/rw.v8i1.121>

Rumelhart, D.E. 1980. Schemata: The building blocks of cognition. In: Spiro, R.J., Bruce, B.C. & Brewer, W.F., eds. *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence, and education*. Hillsdale, NJ: Lawrence Erlbaum Associates. pp. 33-58.

Sadoski, M. & Willson, V.L. 2006. Effects of a theoretically based large-scale reading intervention in a multicultural urban school district. *American Educational Research Journal*, 43(1):137-154. <https://doi.org/10.3102/00028312043001137>

Sailors, M. 2009. Improving comprehension instruction through quality professional development. In: Israel, S.E. & Duffy, G.G., eds. *Handbook of research on reading comprehension*. New York, NY: Routledge. pp. 645-657.

Sandelowski, M. 2011. When a cigar is not just a cigar: Alternative takes on data and data analysis. *Research in Nursing & Health*, 34(4):342-352. <https://doi.org/10.1002/nur.20437>

Saricoban, A. 2002. Reading strategies of successful readers through the three phase approach. *The Reading Matrix*, 2(3):1-16. <https://www.researchgate.net/publication/237244567>

- Saunders, M., Lewis, P. & Thornbill, A. 2012. *Research methods for business students*. 6th ed. Harlow: Pearson Education.
- Savignon, S.J. 1991. Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2):261-277. <https://doi.org/10.2307/3587463>
- Schallert, D.L. 1982. The significance of knowledge: A synthesis of research related to Schema Theory. In: Otto, W. & White, S., eds. *Reading expository material*. New York, NY: Academic Press. pp. 13-48.
- Sevinç, G. & Arif, K. 2006. Teaching ICT to teacher candidates using PBL: A qualitative and quantitative evaluation. *Journal of Educational Technology & Society*, 9(2):96-106. <https://www.jstor.org/stable/jeductechsoci.9.2.96>
- Shulman, L.S. 1987. Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1):1-21. <https://people.ucsc.edu/~ktellez/shulman.pdf>
- Shulman, L.S. & Shulman, J.H. 2004. How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2):257-271. <https://doi.org/10.1080/0022027032000148298>
- Snow, C.E. 2002. *Reading for understanding: Toward a R&D program in reading comprehension*. Santa Monica, CA: RAND Education.
- Snow, C.E. 2018. Simple and not-so-simple views of reading. *Remedial and Special Education*, 39(5):313-316. <https://doi.org/10.1177/0741932518770288>
- Solikhah, I. 2018. Insufficient preparation of teaching reading: What should teacher challenge? (*sic*). *Indonesian Journal of Language Teaching and Linguistics*, 3(3):71-84. <https://doi.org/10.30957/ijotl-tl.v3i3.499>
- Spaull, N. 2011. *A preliminary analysis of SACMEQ III South Africa*. [Stellenbosch Economic Working Papers 11/11]. Stellenbosch, South Africa: University of Stellenbosch. <https://resep.sun.ac.za/a-preliminary-analysis-of-sacmeq-iii-south-africa/>.
- Spaull, N. 2013. Poverty & privilege: Primary school inequality in South Africa. *International Journal of Educational Development*, 33(5):436-447. <https://doi.org/10.1016/j.ijedudev.2012.09.009>
- Stockard, J. 2011. Increasing reading skills in rural areas: An analysis of three school districts. *Journal of Research in Rural Education*, 26(8):1-19. <https://jrre.psu.edu/sites/default/files/2019-08/26-8.pdf>

Stoffelsma, L. & de Jong, J.H.A.L. 2015. The English reading proficiency of future teachers in Ghana. *Nordic Journal of African Studies*, 24(2):94-117.

<https://www.researchgate.net/publication/297920716>

Stoller, F., L. & Grabe, W. 2001. Action research as reflective teacher practice in the context of L2 reading classrooms. *Journal for Language Teaching*, 35(2\_3):97-109.

<https://doi.org/10.10520/EJC59769>

Strydom, H. & Delport, C.S.L. 2011. Writing the research report. In: De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. *Research at grass roots: For the social sciences and human service professions*. 4th ed. Pretoria: Van Schaik. pp. 277-296.

Su, S.-W. 2012. The various concepts of curriculum and the factors involved in curricula-making. *Journal of Language Teaching and Research*, 3(1):153-158.

<https://doi.org/10.4304/jltr.3.1.153-158>

Sweet, D. 1993. Student portfolios: Classroom uses. *Education Consumer Guide*, (8),

<https://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html>

Taglieber, L.K. 2003. Critical reading and critical thinking. *Ilha do Desterro*, 44:141-163.

<https://doi.org/10.5007/2175-8026.2003n44p141>

Taylor, N. 2014. *The Initial Teacher Education Research Project: An examination of aspects of initial teacher education curricula at five higher education institutions*. [Summary Report].

Johannesburg: JET Education Services. <https://www.jet.org.za/resources/taylor-iterp-summary-report-on-component-1-feb15web.pdf>.

Teddlie, C. & Yu, F. 2007. Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1):77-100. <https://doi.org/10.1177/1558689806292430>

The Free Dictionary. 2020. *Background knowledge*.

<https://www.thefreedictionary.com/background+knowledge> Date of access: 17 Aug. 2020.

Tilstra, J., McMaster, K., Van den Broek, P., Kendeou, P. & Rapp, D. 2009. Simple but complex: Components of the simple view of reading across grade levels. *Journal of Research in Reading*, 32(4):383-401. <https://doi.org/10.1111/j.1467-9817.2009.01401.x>

Timperley, H., Wilson, A., Barrar, H. & Fung, I. 2007. *Teacher professional development and learning: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.

<https://www.oecd.org/education/school/48727127.pdf>

- Tobin, G.A. & Begley, C.M. 2004. Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4):388-396. <https://doi.org/10.1111/j.1365-2648.2004.03207.x>
- Tolman, C. 2005. Working smarter, not harder: What teachers of reading need to know and be able to teach. *Perspectives: The International Dyslexia Association*, Fall 2005:15-23. <https://www.smartspeechtherapy.com/wp-content/uploads/2018/07/Working-Smarter-Not-Harder.pdf>
- Toprak, E.L. & Almacioglu, G. 2009. Three reading phases and their applications in the teaching of English as a foreign language in reading classes with young learners. *Journal of Language and Linguistic Studies*, 5(1):20-36. <https://doi.org/10.3316/informit.214588688016152>
- Trabasso, T. & Nickels, M. 1992. The development of goal plans of action in the narration of a picture story. *Discourse Processes*, 15(3):249-275. <https://doi.org/10.1080/01638539209544812>
- Trehearne, M. 2006. *Comprehensive literacy resource: For grades 3-6 teachers*. Toronto, ON: Nelson Education Limited.
- Tunmer, W.E. & Chapman, J.W. 2012. The simple view of reading redux: vocabulary knowledge and the independent components hypothesis. *Journal of Learning Disabilities*, 45(5):453-466. <https://doi.org/10.1177/0022219411432685>
- United Nations. 1948. Universal declaration of human rights. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
- USAID. 2014. *Additive language learning for multilingual settings*. Washington, DC. [https://pdf.usaid.gov/pdf\\_docs/PA00JW1R.pdf](https://pdf.usaid.gov/pdf_docs/PA00JW1R.pdf)
- Van der Walt, C. & Evans, R. 2019. *Learn 2 teach: English language teaching in a multilingual context*. 5th ed. Pretoria: Van Schaik.
- Van Staden, A. 2011. Put reading first: Positive effects of direct instruction and scaffolding for ESL learners struggling with reading. *Perspectives in Education*, 29(4):10-21. <https://doi.org/10.10520/EJC87652>
- Van Wyk, A.L. 2001. *The development and implementation of an English language and literature programme for low-proficiency tertiary learners*. Bloemfontein, South Africa: University of the Free State. (Thesis - PhD). <http://hdl.handle.net/11660/6337>

- Vandsburger, E. & Duncan-Daston, R. 2011. Evaluating the study guide as a tool for increasing students' accountability for reading the textbook. *Journal of College Reading and Learning*, 42(1):6-23. <https://doi.org/10.1080/10790195.2011.10850345>
- Varaprasad, C. 1997. Some classroom strategies: Developing critical literacy awareness. *English Teaching Forum*, 35(3),
- Vaughn, S., Bos, C.S. & Schumm, J.S. 2007. *Teaching students who are exceptional, diverse, and at risk in the general education classroom*. 4th ed. Boston, MA: Pearson Allyn & Bacon.
- Verbeek, D.C. 2010. *Teaching reading for meaning? A case study of the initial teaching of reading in a mainstream South African school*. Durban: University of Kwazulu-Natal. (Dissertation - PhD). <http://hdl.handle.net/10413/7706>
- Verhoeven, L.T. & Snow, C.E. 2001. *Literacy and motivation*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wallendorf, M. & Belk, R.W. 1989. Assessing trustworthiness in naturalistic consumer research. In: Hirschman, E.C., ed. *Interpretive consumer research*. Provo, UT: Association for Consumer Research. pp. 69-84.
- Wang, Y.H. 2016. Reading strategy use and comprehension performance of more successful and less successful readers: A think-aloud study. *Educational Sciences: Theory & Practice*, 16(5):1789-1813. <https://doi.org/10.12738/estp.2016.5.0116>
- Wanzek, J., Wexler, J., Vaughn, S. & Ciullo, S. 2010. Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing*, 23(8):889-912. <https://doi.org/10.1007/s11145-009-9179-5>
- Warnidah, N. & Suwarno, B. 2016. Students' difficulties in making inference in reading narrative passages at the social elevent (*sic*) grade of SMAN 1 CURUP. *Journal of Applied Linguistics and Literature*, 2(2):78-94. <https://ejournal.unib.ac.id/index.php/joall/article/view/4206>
- Wassenburg, S.I., Bos, L.T., de Koning, B.B. & van der Schoot, M. 2015. Effects of an inconsistency-detection training aimed at improving comprehension monitoring in primary school children. *Discourse Processes*, 52(5-6):463-488. <https://doi.org/10.1080/0163853X.2015.1025203>
- Wawryk-Epp, L. 2004. *Teaching students with reading difficulties and disabilities: A guide for educators*. Regina, SK, Canada: Saskatchewan Learning.

- Wellington, J.J. 2000. *Educational research: Contemporary issues and practical approaches*. London: Continuum.
- Wells, G. & Arauz, R.M. 2006. Dialogue in the classroom. *Journal of the Learning Sciences*, 15(3):379-428. [https://doi.org/10.1207/s15327809jls1503\\_3](https://doi.org/10.1207/s15327809jls1503_3)
- Welsch, B. 2019. Morphology: A critical component in reading development. *Learning Ally*, 6 May. <https://learningally.org/Blog/morphology-a-critical-component-in-reading-development> Date of access: 10 Sep. 2021.
- West, J. & Meier, C. 2020. Overcrowded classrooms – The Achilles heel of South African education? 2020, 10(1), <https://doi.org/10.4102/sajce.v10i1.617>
- Willenberg, I. 2018. South Africa's reading crisis: Focus on the root cause, not the peripherals. *The Conversation*, 17 May. <https://theconversation.com/south-africas-reading-crisis-focus-on-the-root-cause-not-the-peripherals-96129> Date of access: 6 Dec. 2019.
- World Economic Forum. 2000. The Dakar framework for action. Education for all: Meeting our collective commitments. Dakar, Senegal: World Economic Forum. <https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20for%20Action.pdf>.
- Wright, W.E. 2010. *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Caslon Publishing.
- Zainal, Z. 2007. Case study as a research method. *Jurnal Kemanusiaan*, 5(1):1-6. <https://jurnalkemanusiaan.utm.my/index.php/kemanusiaan/article/view/165>
- Zammit, K. 2019. Reading is more than sounding out words and decoding. That's why we use the whole language approach to teaching it. *The Conversation*, 11 Nov. <https://theconversation.com/reading-is-more-than-sounding-out-words-and-decoding-thats-why-we-use-the-whole-language-approach-to-teaching-it-126606> Date of access: 15 Oct. 2021.
- Zimmerman, L. & Smit, B. 2014. Profiling classroom reading comprehension development practices from the PIRLS 2006 in South Africa. *South African Journal of Education*, 34(3):1-09. <http://ref.scielo.org/yzbgp6>

## ADDENDA

## ADDENDUM A



Private Bag X1290, Potchefstroom South Africa  
2520  
Tel: 018 299-1111/2222  
Fax: 018 299-4910  
Web: <http://www.nwu.ac.za>

**Senate Committee for Research Ethics**  
Tel: 018 299-4849  
Email: [nkosinathi.machine@nwu.ac.za](mailto:nkosinathi.machine@nwu.ac.za)

## ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 24 June 2021, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

**Study title: Teachers' use of reading strategies in the teaching of reading for meaning in EFAL classrooms in the Intermediate Phase**

**Study Leader/Supervisor (Principal Investigator)/Researcher: Dr S Romylos Student /**

**Team: E Erasmus (MEd student – 23523166); Dr K Kaiser Ethics number:**

N	W	U	-	0	1	2	5	6	-	2	0	-	A	2
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

**Application Type: Single study**

**Commencement date: 24/06/2021**

**Risk:**

**Low risk**

**Expiry date: 24/06/2022**

**Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.**

**Special in process conditions of the research for approval (if applicable):**

**General conditions:**

*While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:*

- *The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*

- *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process; – withdraw or postpone approval if:*
  - *any unethical principles or practices of the study are revealed or suspected;*
  - *it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;*
  - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
  - *new institutional rules, national legislation or international conventions deem it necessary.*

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof JAK Olivier  
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (22351930) C:\Users\22351930\Desktop\ETHICS APPROVAL LETTER OF STUDY.docm  
8 November 2018

Current details: (22351930) M:\DSS1\8533\Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm  
5 December 2018

File reference: 9.1.5.4.2

## ADDENDUM B

### Gauteng Department of Education Approval Letter

## GAUTENG PROVINCE



Department: Education  
REPUBLIC OF SOUTH AFRICA

### GDE RESEARCH APPROVAL LETTER

Date:	24 November 2020
Validity of Research Approval:	08 February 2021— 30 September 2021 2019/689
Name of Researcher:	Erasmus ED
Address of Researcher:	2 Strutt Street
	Aranos
	Radiokop
Telephone Number:	063 499 5022
Email address:	<a href="mailto:Ereiche113@gmail.com">Ereiche113@gmail.com</a>
Research Topic:	Teacher's use of reading strategies in the teaching of reading for meaning in EFAL classrooms in the Intermediate Phase.
Type of qualification	Master's degree in Curriculum
Number and type of schools:	Primary Schools
District/s/HO	Johannesburg North

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the school (both al and SGB) and the District/Head Office Senior Manager confirming that permission n granted for the research to be conducted.

The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school,
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SOB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/ document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all/ the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The principal (if at a school) and/or director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

#### 11.

11. The researcher is responsible for supplying and utilising his/her own research resources such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
12. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
13. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
14. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned
15. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Giffani Mukatuni

Acting CES: Education Research and Knowledge Management

24/4/2020

Office of the Director: Education Research and Knowledge Management

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tell (011) 355 0488

Email: Faith.Tshabalala@gautenggovza

Website: [www.education.gpg.gov.za](http://www.education.gpg.gov.za)

## ADDENDUM C

### Goodwill Permission Form: School Governing Body



(Recipient name)  
(Recipient address)  
(Recipient address)  
(Recipient address)

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

#### Faculty of Education

#### (Research entity details)

Tel: 018 111 1111  
Email: [Name.Surname@nwu.ac.za](mailto:Name.Surname@nwu.ac.za)

Date

## GOODWILL PERMISSION: SCHOOL GOVERNING BODY/OTHER RELEVANT BODY

**TITLE OF THE RESEARCH PROJECT:**

**ETHICS APPLICATION NUMBER**

**xxx**

PROJECT SUPERVISOR:

CO-SUPERVISOR:

ADDRESS:

CONTACT NUMBER:

MEMBER OF PROJECT TEAM MEd-Student:

ADDRESS:

CONTACT NUMBER:

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: [Erna.Greyling@nwu.ac.za](mailto:Erna.Greyling@nwu.ac.za), Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

**What is this research about?**

**Participants**

**What is expected of the participants?**

**Benefits to the participants**

**Risks involved for participants**

**Confidentiality and protection of identity**

**Dissemination of findings**

**DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:**

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

**I declare that:**

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) \_\_\_\_\_ on (date) \_\_\_\_ / \_\_\_\_ /20 \_\_\_\_

\_\_\_\_\_  
**Signature of SGB Chairperson/Relevant responsible person**

## ADDENDUM D

### Permission Letter: School Principal



(Recipient name)  
(Recipient address)  
(Recipient address)  
(Recipient address)

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

#### Faculty of Education

#### (Research entity details)

Tel: 018 111 1111  
Email: Name.Surname@nwu.ac.za

Date

## PERMISSION LETTER: SCHOOL PRINCIPAL/OTHER RELEVANT PERSON

The details of the research are as follows:

**TITLE OF THE RESEARCH PROJECT:**

**ETHICS APPLICATION NUMBER**

**xxx**

**PROJECT SUPERVISOR:**

**CO-SUPERVISOR:**

**ADDRESS:**

**CONTACT NUMBER:**

**MEMBER OF PROJECT TEAM MEd-Student:**

**ADDRESS:**

**CONTACT NUMBER:**

**FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE**

Contact person: Ms Erna Greyling, E-mail: [Erna.Greyling@nwu.ac.za](mailto:Erna.Greyling@nwu.ac.za), Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education/other relevant body.

**What is this research about?**

**Participants**

**What is expected of the participants?**

**Benefits to the participants**

**Risks involved for participants**

**Confidentiality and protection of identity**

**Dissemination of findings**

**DECLARATION BY PRINCIPAL/OTHER RELEVANT PERSON:**

By signing below, I ..... agree to give permission for the research to take place with the identified participants in the study entitled:

**I declare that:**

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) \_\_\_\_\_ on (date) \_\_\_\_ / \_\_\_\_ /20 \_\_\_\_

\_\_\_\_\_  
**Signature of School Principal/Relevant person**

## ADDENDUM E

### Participant Information and Consent Form



(Recipient name)  
(Recipient address)  
(Recipient address)  
(Recipient address)

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

#### Faculty of Education

#### (Research entity details)

Tel: 018 111 1111  
Email: Name.Surname@nwu.ac.za

Date

## PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves [enter information]. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

**TITLE OF THE RESEARCH PROJECT:**

**ETHICS APPLICATION NUMBER:**

PROJECT SUPERVISOR:

CO-SUPERVISOR:

ADDRESS:

CONTACT NUMBER:

MEMBER OF PROJECT TEAM MEd-Student:

ADDRESS:

CONTACT NUMBER:

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: [Erna.Greyling@nwu.ac.za](mailto:Erna.Greyling@nwu.ac.za), Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (please describe) as well as the school principal (if relevant).

**What is this research about?**

**Participants**

**What is expected of the participants?**

**Benefits to the participants**

**Risks involved for participants**

**Confidentiality and protection of identity**

**Dissemination of findings**

Findings will be analysed to assure that information given is truthful, whilst receiving coding.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely

---

**DECLARATION BY PARTICIPANT:**

By signing below, I ..... agree to take part in a research study entitled:

**[Enter title here]**

**I declare that:**

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) \_\_\_\_\_ on (date) \_\_\_\_ / \_\_\_\_ /20 \_\_\_\_

\_\_\_\_\_  
**Signature of participant**

\_\_\_\_\_  
**Researcher**

# ADDENDUM F

## Semi-structured Interview

### *Purpose and instruction*

Before starting with the semi-structured interview, I would like to give you some insight to the proposed study. The focus of this research study will be on teachers' use of reading strategies in the teaching of reading for meaning in an EFAL classroom of the Intermediate Phase. Thus, the general aims of this study will be to elaborate on and explore teachers' use of reading strategies in the teaching of reading for meaning, specifically when teaching EFAL in the Intermediate Phase, as well as suggesting answers to the proposed main research question: *What reading strategies are applied by teachers in EFAL intermediate phase classrooms?*

Furthermore, you have consented to this interview, by means of a letter asking for your permission. The information obtained will be used only for research purposes and no names of participants, schools or any identifying data regarding the school will be made known in the report.

As previously requested, permission to audio-record the interview was given in the consent form.

Do you have any questions before we start the interview?

1. How long have you been teaching English as a first additional language?
2. Which grades have you taught EFAL before, and which grade are you currently teaching?
3. How do you see yourself as a reader?
4. Do you have informal talks in class about the importance of reading? Please elaborate.
5. When looking at your current learners, what are their strengths and weaknesses with regard to EFAL?
6. How do you view your learners' reading abilities?
7. Do you regard all four the skills, namely reading, listening, speaking and writing as equally important in order for learners to become proficient users of EFAL?
8. What role, according to you, does reading play in a first additional language?
9. With which reading strategies, as stated in the CAPS document, are you familiar?
10. Which reading strategies, as set out in the current CAPS document, do you apply when teaching reading for meaning?
11. Do you teach reading strategies explicitly to your learners? Please elaborate.
12. Are the guidelines provided in the CAPS explanatory enough? Please elaborate.
13. How do you promote reading development when teaching English as a first additional language?
14. Which methods/approaches work best for you as an EFAL teacher to develop reading for meaning?
15. Do you feel that the current CAPS document provides enough opportunities for learners to practise their reading skills? Please explain why you say yes or no.
16. Are readers visible in your class? If so, where are the readers and what type of readers are these?

17. Did you receive any explicit training during your pre-service education on how to teach reading or reading strategies to learners in order to develop reading for meaning?
18. Were you made aware of the importance of teaching reading strategies to learners during your pre-service education? Please elaborate.
19. Were you taught how to identify and rectify reading difficulties during your pre-service training?
20. How do you monitor if learners really understand what they read?
21. What advice or comments do you have on how reading for meaning can be developed in an EFAL intermediate phase classroom in South Africa?
22. What other suggestions do you have with regard to teaching English as a first additional language in the Intermediate Phase?
23. How has the COVID-19 pandemic affected reading instruction in your context?

## ADDENDUM G

### Follow-up Questions

Thank you for taking the time to complete the follow-up questions gathered from the previous interview. Before answering any questions, please take a look at the information and pages listed below. All answers can be completed in writing.

The focus of this research study is on *the reading strategies employed by teachers in the EFAL intermediate phase classrooms*. Thus, please take a look at the following pages in the EFAL CAPS for Grades 4-6:

- The reading process on pages 10-11.
- The language teaching approaches on page 13.

After you have read the pages above, please answer the questions below as in-depth as and as extensive as possible.

1. How do you view your learners' reading abilities? Please elaborate on their decoding skills, vocabulary knowledge, fluency, phonetics, phonology and comprehension.

Decoding Skills	Vocabulary Knowledge	Fluency	Phonetics	Phonology	Comprehension

2. The teaching of English is based on the four language skills: *listening, reading, speaking and writing*. Do you spend an equal amount of time on all four? If not, on which skill do you spend the most time and why?

3. Do you teach reading strategies explicitly to your learners? For example, will you explain activating prior knowledge, and then model this to your learners? Please elaborate.

*Compare your reading strategies, to those of McEwan, and the "chapter Strategies of Highly Effective Readers".*

Strategy	Do you use and teach this strategy?	How is this taught and used in your reading lessons?
Activating a learner's background knowledge		
Making inferences		
Monitoring and clarifying information		
Asking questions		
Searching and selecting information		

<b>Summarising information</b>		
<b>Visualising and organising information</b>		

4. If you have to teach this text, entitled “Currents and Waves” and how would you go about teaching it to your learners? Please elaborate step by step by means of the reading process (CAPS page 10-11)

	<b>Pre-reading Phase</b>	<b>During Reading Phase</b>	<b>Post-Reading Phase</b>
<b>Process</b>			

5. Which methods/approaches work best for you as an EFAL teacher to develop reading for meaning? (CAPS page 13)

<b>Text-based Approach</b>	<b>Communicative Approach</b>

6. Did you receive any explicit training during your pre-service education on how to teach reading or reading strategies to learners in order to develop reading for meaning? Please elaborate. Use the table below as assistance.

<b>Types of Explicit Training</b>	<b>Training or Instruction Received</b>
Modules on how to teach reading or reading strategies.	
Experience gained on how to teach reading or reading strategies.	
Evidence or transcripts if possible.	<b>Attach</b>

7. Are there currently learners in your class who struggle to read? If so, what are they struggling with? How do you assist them?

<b>Learners struggling – Identify the issue</b>	<b>How do you assist this learner?</b>

## ADDENDUM H

### Transcribed Interview with Participant A

<p>Researcher: Before starting with this semi-structured interview, I would like to give some insight to the proposed study. The focus of this research study will be on teacher's use of reading strategies in the teaching of reading for meaning in an EFAL classroom of the Intermediate Phase. Thus, the general aims of the study will be to elaborate on and explore teacher's use of reading strategies in the teaching of reading for meaning, specifically when teaching English First Additional Language in the Intermediate Phase, as well as suggesting answers to the proposed main research question; What reading strategies are applied by teachers in an English First Additional Language intermediate phase classroom? Furthermore, you have consented to this interview by means of a letter asking for your permission. The information obtained will be used only for research purposes and no names of participants, schools or any identifying data regarding the school will be made known in the report. As previously requested, permission to audio-record the interview was given in the consent form. Do you agree?</p>	
Participant A	I do agree.
Researcher	Do you have any questions before we start?
Participant A	No.
Researcher	How long have you been teaching English as a First Additional Language?
Participant A	Since 1983, so you can make the sum. That is about what, 30-something years, thirty-five, thirty-six years.
Researcher	Which grades have you taught English First Additional Language before, and which grades are you currently teaching?
Participant A	I have taught from Grade 4 up until Grade 7 and currently I am at the Grade 5s.
Researcher	How do you see yourself as a reader? Do you enjoy reading? Do you read only in class? Can you elaborate on this?
Participant A	I enjoy reading quite a lot, I like a particularly good book. I enjoy reading books, though the time now is not always there to do that. I love my magazines, so I enjoy reading. Anything that I can put my eyes on, or lay my eyes on, I will read.
Researcher	Do you have informal talks in class about the importance of reading?
Participant A	Yes. When I remember to do that ( <i>okay</i> ), and when I see a pupil suffer with reading, then I would elaborate a little bit on it, and tell them reading is important and that they should read more. Uh, well I do not think they listen to that.
Researcher	When looking at the current learners in your classroom, what are their strengths and weaknesses with regard to English as a First Additional Language?
Participant A	I must say that for a FAL language, the standard is really extremely high. I appreciate the work that they are doing in Grade and in the earlier years, so I think that their standards are quite good. Sorry, just say that question further.
Researcher	And their weaknesses? I you must identify.
Participant A	Their weaknesses will definitely be writing, spelling, and reading, in the sense of pupils cannot read and they cannot comprehend what they read. Some of them. But definitely, I see with spelling and a few of them with reading as well.
Researcher	How do you view your learners' reading abilities? Do you think they are capable; do you think they are more than capable? Uhm, can you explain this a bit?
Participant A	You can see that the readers in the class are very capable of reading. The children that loves reading, they do it good, either in English or in Afrikaans. The pupils that has got a problem with Afrikaans reading, will definitely have a bigger problem with English reading, because they suffer in their Home Language, so their Second Language, they would rather not try to read that. So, I definitely see those readers, or pupils who read, do good, and pupils who are not readers, they suffer in every area.

Researcher	Do you regard all four skills, namely reading, listening, speaking, and writing, as equally important in order for learners to become fully proficient to use English as a First Additional Language, or is there one that is more important or less important?
Participant A	No, I do not think so. I think all four of them are equally important. So, I try to focus on all four.
Researcher	What role, according to you, does reading play in a First Additional Language?
Participant A	It plays a big role, because though many of the tasks are oral tasks, most of them is reading. You have to be able to read, because everything you do, if it is an exercise or a comprehension test or a revision exercise, you need to be able to read to do that. So, it is particularly important.
Researcher	With reading strategies, as stated in the CAPS, do you use reading strategies that are stated in the CAPS or do you use your own different strategies when teaching English as a First Additional Language?
Participant A	I use my own strategies, because I must say, with CAPS, you do not really have just reading lessons like previous years, like this period we just read. Now, we have to rush through a lot of syllables, a lot of assessments. So, there is not one period that you can take out, and say this period, we are just going to read. So, what we do is, when we read, I like them to read out loud and read in a group and then we also do individual reading and then I would help the child. But mostly, we do it in a group.
Researcher	Do you think that if reading is developed in the intermediate phase sufficiently, the child will achieve better academic standards in higher grades?
Participant A	Definitely. It is not that I want to say that the Intermediate Phase does not do their work, but I think with everything, like social media, cell phones, television, pupils do not read at home as much like they used to. Social media has taken over that role, but what they do in the Intermediate Phase is exceptionally good, though I feel that they can definitely do more with reading and spelling than with what is happening now.
Researcher	With regard to reading, what do you think they can do more? Should the teachers do more, or should the CAPS do more?
Participant A	Read. They must read more. The teachers do not let them read. They do not have the time. They have to make time. I cannot teach a child to read in Grade 5. It is too late. You can help, but it is too late. In the Intermediate Phase they have to see the problem, and they have to work with the problem. But again, there, they have got so much work to do that the problem goes past and then that child goes further in his career with a back draw.
Researcher	With reading strategies, as set out in the CAPS document. Do you apply them when teaching reading for meaning? So, when doing for example, a reading comprehension, where understanding is extremely important, which strategies do you then use?
Participant A	To be honest, when we do a comprehension and it counts for marks, I do not read it to them. I am not sure whether I should or not, for marks, that is absolutely on their own. They have to read it on their own and then they have to do the questions. In class, when we do just informal comprehension, then I would read the passage to them and then let them do the answers. But otherwise, I do not.
Researcher	If you read the passage to them, or even if they read the comprehension on their own. If there are new words, how do you make them familiar with this new word? Do you chat about it? Do you use the dictionary? Which strategies do you use to let them learn new vocabulary, basically?
Participant A	I would identify the word and then we will talk about it. Then, I give them the opportunity also to say if there are words they do not understand and then we discuss it.
Researcher	With regard to reading and the CAPS document, do you think there are enough guidelines provided in the CAPS for sufficient reading for meaning to happen in a classroom?
Participant A	I think so, yes. I must say that I am quite impressed with what they do in the CAPS document, so I would say yes.
Researcher	How do you promote reading development when teaching English as a First Additional Language? This is reading development in general, not to say a comprehension or reading for meaning to be assessed. Just general reading development.

Participant A	I would encourage them to read, and I would give them. . . when they read books, I will let them bring them to class and I would give them ( <i>like positive reinforcements</i> ) demerits for reading books. I encourage them to read and maybe even encourage the one that does not like to read.
Researcher	Do they partake in this? Does it work?
Participant A	Yes, I think so. I do not know whether it is the tempo of things that goes so fast, that they forget to bring me the books, I forget to ask them. I will always encourage them.
Researcher	Which methods or approaches work best for you as an EFAL teacher to develop reading for meaning? Do you prefer a communicative approach, where you help them? Should they go on, on their own? Could you tell me a bit about this?
Participant A	I would rather do it with them, than let them go on, on their own, because if the child has got a problem, there is nobody to help him or her. That is why I say, I like group reading, because then I can see which one is just ‘blah, blah, blah’ with, or are they really reading. When we give. . . like next week we got formal assessment for reading. So, they got to read at home, they got read to their parents, and someone has to listen to them, because they got to practise whatever they are going to come to class with to read. That is why I say, during informal reading in the class, I like to read with them and with that, I would probably, I would hopefully see the child who does not read well.
Researcher	If they do prepared reading, do you ask questions afterwards to test their understanding?
Participant A	To be quite honest, no.
Researcher	Are readers visible in your class, where are the readers and what type of readers are these? So, can you identify who will be your readers and who will be your non-readers, and how are you able to identify them?
Participant A	Just say that question again, sorry.
Researcher	In your classroom, how are you able to identify which learners will be your readers and are you able to identify that this group, for example, who will not read or they aren’t your readers?
Participant A	Well, that will come out once they have written a test, they do their comprehension, I mark their books and there you can see which child can read, because obviously the one that can read will do better in written work as well. The child that suffers to read, obviously the written work will show that as well. So that is my way of being able to divide the group and see who the readers are and who are the non-readers.
Researcher	With regard to your teacher training, did you receive any explicit training during pre-service education on how to teach reading? Was it incorporated in those times? Did they go through it and help you to be able to identify that for example, these learners struggle and this is how you identify them, and this is how you help them?
Participant A	Let me tell you, back in the day, when you were just a blink in your mother’s eye, when I started teaching, reading was important. We did not have the amounts of assessments and the syllabi that we have to work through now. In those days, we had much more time to spend on reading, spelling, and writing. So definitely, we spend a lot more time on reading in those days. And, honestly, the pupils in those times, in the 1980s, the 1985s, and upwards, they were good readers. You could see it. They had books, and would read a lot, which we cannot do now. There is no time to have fun and just read. Those days we had it.
Researcher	Do you think those readers, from those times, are better than the ones nowadays, if you just look at the majority of the class?
Participant A	Definitely, yes. They were better. Things have changed quite a bit from those days. Today, the pupils have so many subjects, they got so many tasks, they got extra mural activities. It is as if, in earlier years, in those days, everything was just a bit more relaxed than it is now. We had our extra mural activities, but there was not that pressure that the pupils have now. Those days were much more relaxed than it is now. Today’s pupils are under a lot of pressure, and I think that is why there is a lack in the reading. There is just not time for them to take a book and read. If you look at the average pupil, ( <i>and all the activities that they do</i> ), they get such a lot of homework, that when they get home, they have to do that. There is truly little time to just take a book and say now I am going to read. So definitely, those years were much more relaxed.

Researcher	With regard to your pre-service training when you did your degree. Were you made aware of the fact that how important reading is and how important it is for learners to read, and reading development in general, not just only in the Intermediate Phase? How did they basically demonstrate the importance of this?
Participant A	Like I said, we focused a lot on reading, and I even had extra reading activities in the class. So, once they were done with their work, they can go on with their reading activities, which there is no time for now. Because, a period is so short, you need to do your work, you need to finish this task, so there is no time for the pupils. At that stage they were much more relaxed and once they were done with their work and they take on their next reading activity and they kept themselves busy with that. Reading were much more emphasised than it is now.
Researcher	When you obtained your degree back in the day, did you have a module on reading? So, before you were a qualified teacher and you did your degree, your Educational Degree, did you have a module during your training in order for you to be able to teach reading, or after you have obtained your degree, or is this something that you taught yourself once you started teaching?
Participant A	Okay, let me put it this way. I got a diploma, and English was my main subject. There were no modules on for a specific thing. It is as if everything was just done. . .how can I put it. All the aspects of English were done, but we did not have a module specifically.
Researcher	It was incorporated and intertwined with each other?
Participant A	Yes. And we had a lot of subjects, so it is not as if I only had English, there were a lot of subjects that we had to do. No, not as far as I can remember.
Researcher	Were you ever taught during studies, or afterwards, on how to identify and rectify reading difficulties when coming across this?
Participant A	Yes, we were. We also had, like a remedial program where you help the pupils who has got difficulty with reading. And a lot of us even gave extra classes to those pupils. So, yes, we definitely did.
Researcher	How do you monitor if learners really understand what they read? How are you able to establish, for example, this learner will understand, or this learner will not understand?
Participant A	Look, that is a difficult question, because I can only see whether they understand once it is a written exercise.
Researcher	What advice or comments do you have on how reading for meaning can be developed in an EFAL intermediate phase classroom in South Africa? So, what advice and suggestions can you make with regard to reading for meaning?
Participant A	Bring back a reading period. Bring back a focus on reading.
Researcher	Should we emphasise reading more?
Participant A	Yes. It is not emphasised as before. The day comes and then it goes. You do not emphasise reading as such. So, I would like to see that for one day, you just read. All the classes in the school; one period for Afrikaans, one period for English, but everybody just reads. I would like them to go to the library more often to go get books, because that is not happening anymore. I would like them to put away their cell phones, and rather spend time on a book, which they also do not do. So, like I said, there are so many things that you can suggest, but the reality is that the pupils will not do it. You cannot force them to do it. They only way I can cause it, is to do it at school. What they do after school, you got no control over. Bring back a reading period, and not read on a laptop, you must read a book.
Researcher	What other suggestions do you have with regard to teaching EFAL? This can now be with regard to any of the other skills.
Participant A	I do not really have new suggestions. I think what we do at the moment is good. Everything with the CAPS and the language skills, for me language skills are every important, so I do not think that there is something more that we can do. What we do, we must do incredibly good. We must know that at the end of a year, that whatever your goal were, with these pupils, that you have achieved it. So that is the most important thing for me. To make sure that whatever skills they needed, whatever language they needed to

	<p>know, everything were done up to your best. There is no new things that I would say we must introduce, especially not in a L2. I always say to the pupils, I am not here to ask trick questions. I want you to enjoy the subject, I want the subject to be alive. I do not want them to go out of the classroom and say, "I hate English". I would love for them to go out, even to Pick 'n Pay or wherever and feel free to speak English. That is my main goal. They must not be shy to speak English, even if they make mistakes. I make mistakes all the time because it is also my L2. But I want them to love the language and use it wherever they are.</p>
Researcher	<p>With regard to the Covid-19 pandemic, how do you think Covid-19 affected reading instruction in your classroom?</p>
Participant A	<p>Well, that is a difficult one, because for the most parts of last year we did not see the pupils, and then they came back to school. . . Okay, they got their work. I must say, I am quite impressed with the pupils as I see them now. So, the parents have done a good job, I must compliment the parents, and I think that the child red and can read were not really influenced, because they worked at home. The child who got a problem reading, they are still on the same level, because even their parents cannot improve their reading. So, I do not think there is really a difference.</p>
Researcher	<p>Thank you for taking the time to meet with me.</p>
Participant A	<p>It was such a pleasure.</p>

## ADDENDUM I

### Transcribed Interview with Participant B

Researcher:	Before starting with this semi-structured interview, I would like to give some insight to the proposed study. The focus of this research study will be on teacher's use of reading strategies in the teaching of reading for meaning in an EFAL classroom of the Intermediate Phase. Thus, the general aims of the study will be to elaborate on and explore teacher's use of reading strategies in the teaching of reading for meaning, specifically when teaching English First Additional Language in the Intermediate Phase, as well as suggesting answers to the proposed main research question; What reading strategies are applied by teachers in an English First Additional Language intermediate phase classroom? Furthermore, you have consented to this interview by means of a letter asking for your permission. The information obtained will be used only for research purposes and no names of participants, schools or any identifying data regarding the school will be made known in the report. As previously requested, permission to audio-record the interview was given in the consent form. Do you agree?
Participant B	I do agree.
Researcher	Do you have any questions before we start?
Participant B	No.
Researcher	How long have you been teaching English as a First Additional Language?
Participant B	I have taught EFAL for about 7 or 8 years now.
Researcher	Which grades have you taught English First Additional Language before, and which grades are you currently teaching?
Participant B	I have taught English from Grades 4 – 7, and I currently teaching English to Grade 4 learners.
Researcher	How do you see yourself as a reader? Do you enjoy reading? Do you read only in class? Can you elaborate on this?
Participant B	I would not say I am the most active reader, due to the lack of time. However, I do find it important to read on a regular basis. Say a few pages of a novel a week, also some active reading on the internet and a lot of prescribed work for extra knowledge. I do tr to read regularly, for my own knowledge.
Researcher	Do you have informal talks in class about the importance of reading?
Participant B	Yes, I do definitely. I try to make them understand the importance of reading and try to motivate them to do extra reading on their own as well, which can be quite difficult. However, all this information is given by me. There are not any facts on the importance of reading in their textbooks, not any at all, actually, so it solemnly comes from the teacher. This can make it even more difficult to motivate them, because it would be nice to know that the information which you are trying to tell your students can be backed up by their curriculum. Now, it is just my word of how important reading is that they can believe.
Researcher	When looking at your current learners, what are their strengths and weaknesses with regard to EFAL?
Participant B	I have found that the most difficult thing for my learners to do, is to talk in English, without pause or effort. They somehow find it difficult to talk casually in English and are most of the time unsure about what to say, especially when they are asked to talk in English unexpectedly, without having the time to prepare. They find it difficult; they stumble with words, or they use Afrikaans words. Their strength would include writing. It the one thing that their best at out of the four skills. And it is solemnly due to no time pressure and the comfort of looking up every word and finding references. They struggle most with talking unexpectedly.
Researcher	Because they can't prepare beforehand?
Participant B	Yes, prepared reading they find easy, because they have time to prepare. But once it comes to unprepared reading, they find it difficult.
Researcher	How do you view your learners' reading abilities? Do you think they can read well, or do you think they battle with reading?

Participant B	I would not say that they are that bad. Can they be better? Definitely! I try to make them read every week at school and try to create a loving atmosphere around reading at own will as well.
Researcher	With regard to the four skills in English, being reading, listening, speaking and writing, do you view them all as equally important in order for learners to become proficient users of EAL, or do you think one will be more important than the other?
Participant B	Unfortunately, not all four of the skills cannot be regarded as equal because some of them are needed to be able to do the other. For example, you cannot do writing if you have not mastered reading. Thus, reading must be more important. The most important skills, in my concern it would be reading and speaking, should be taught at a younger age, and be more emphasized upon. These skills must also be adapted to the 21st century. Most of the work in the curriculum are based on creative writing, I mean we have a whole separate section in EFAL just for creative writing, and as this is important, why aren't the focus on reading also this significant? Personally, reading is much more important than writing. In today's world we have google, we have word processors and computers that can help to master any learner's writing. When that learner is done with high school, he or she will most definitely use google, grammar apps and computers to help with writing. However, nothing is going to help her/him to read better.
Researcher	What role according to you, does reading play in a FAL?
Participant B	It is the most important role of all. Reading is the core of learning EFAL. If a learner struggles to read, he/she will most definitely struggle with everything else. Even in other subjects. Reading is an essential part of understanding the contents of a subject. Without it all other aspects of English will be lost. He or she will not be able to do grammar, will not be able to speak English properly.
Researcher	Which reading strategies in the CAPS document are you familiar with?
Participant B	Reading strategies that I am familiar with will include the basic comprehension passage, because that is most used in the CAPS, which is using prior knowledge to answer questions about what you have read or listened to. However, most of the comprehension exercises in the CAPS document allocates that the teacher must read the comprehension while the learners listen and then to answer. As important this is important, during examinations, they do have to read it on their own and there is not a teacher there to read it for them therefore it would be wise to place more comprehension exercises where they must read on their own. Another reading strategy that I am aware of is summarizing, this is a great reading strategy because it forces learners to read with detail and to distinguish between phrases. So that is also another important strategy.
Researcher	Do you use these strategies when teaching reading?
Participant B	Yes. Especially the summarising. The comprehension strategies are a bit over used; I personally will say. I try to find other strategies as well, like vocabulary and also word families and phrases, which are not use often in the CAPS.
Researcher	Do you use post-reading strategies?
Participant B	Yes, there is another strategy called clarifying, which summarises the pre and post reading strategies. When a learner is reading a passage, there are words and phrases that he or she does not know, and it is of utmost importance to have a word and vocabulary follow up, before even answering questions about the passage. Most of the time the learners do not understand the words in the comprehension, and then also in the questions. So, the follow up activity that I normally do, is just to give the meaning of the difficult words, or just to underline the words they do not understand. Then, we can do quick group work and then they tend to do much better in the comprehension questions.
Researcher	Do you teach these reading strategies explicitly to your learners or do you only incorporate them? If so, can you please tell me more about this?
Participant B	Yes, I do. The first part of all new work we start, solemnly relies on reading strategies. After that the grammar exercises and so on follows. I also make sure that they read the reading passages out loud and understand all the content of the passage before starting with comprehension questions, summaries, or grammar exercises. Teaching this reading strategies can sometime take exclusively up to two days. However, I know the importance of this, and do not mind taking the extra time to only teach reading strategies.

Researcher	Are the guidelines provided in the CAPS document explanatory enough on how to teach reading successfully?
Participant B	The guidelines can be quite repetitive, and unclear. The procedures and information in the CAPS document are all well outlaid with numerous reasons on why reading is important, principles and outcomes. Which is great, but there are few guidelines. The CAPS document are more of an information on reading rather than guidelines on how to improve reading document. So personally, I would say that it is not explanatory enough.
Researcher	How do you promote reading development when teaching EFAL?
Participant B	I also use a board where learners can achieve extra points for each book they complete. They must give me a brief description about what the book was about and answer some in-depth questions about the book, ensuring that they did read it. I also advise them to talk more English at home with their parents and ask their parents to compile a 5min conversation with their learners in English every night, this is just to advance their communication skills and to motivate them to talk more English and feel more comfortable. It usually works a lot, but the best technique would be to give them extra marks for reading. Some of the learners may only need, for example 2% to pass, therefore they would go and read an extra book to get those extra marks.
Researcher	Which methods or approaches work best for you as an EFAL to develop reading for meaning?
Participant B	I usually try to choose reading material that would interest the learners, this is personally the most important step. Reading should be wanted, not forced. I also use reading material that is famous and can be found in an audio file or in film. This also motivates them to do the work, and is almost like a behaviourism technique, where you can use positive reinforcement. After reading the passages, we listen to the audio file or watch the film. This is also a great motivation strategy. Another thing that I use is plays. After reading a passage the learners like to act out the passage, this will also improve their speaking and communication skills. I usually combine after reading exercises like vocabulary and phrase exercises into group work. Where each group must find the definitions of the most difficult words in the passage and read them out loud for the rest of the class.
Researcher	Do you feel that the current CAPS document provides enough opportunities for learners to practise reading? Can you also explain why you either say yes or no?
Participant B	No, the foremost focus is on grammar and there is little space left for reading due to time frames. Reading should be the focus in the curriculum. With enough reading, grammar, and the rest of the syllabus's structure would fall in place. I would not say that there are no opportunities, but there could be more. Especially in the assessment part of the curriculum, once something starts to count for marks, a learner is intent to pay extra attention and do more effort. Most of the assessment consists out of grammar and language. There is also room for creative writing and at the bottom, there is reading.
Researcher	Do you think learners should be able to read more and if they read more this should also count for marks?
Participant B	Yes. I think they will also show more participation, because now they should read every night and every day.
Researcher	Are readers visible in your class? If so, where are the readers and what type of readers are these?
Participant B	Yes, there are usually a few learners that are strong. They are also normally sitting together. The problem with this is that the rest of the class who aren't that good of a reader can sometimes... they do not want to read after that child, because they know they won't sound as good. It is more of a self-esteem problem if you have such good readers.
Researcher	Did you receive any explicit training during your pre-service education on how to teach reading in order for reading for meaning to develop?
Participant B	Yes, we did cover a section in one of our subjects. However, it did only cover the basics. Information that can also be found on the internet about reading. Only the different types of readers and some techniques on how to teach reading were discussed. It was mostly about the importance of reading and why learners should participate in reading rather than techniques on how to teach reading for meaning.
Researcher	Were you made aware of the importance of teaching reading strategies to learners during your pre-service education? if so, could you please explain this.
Participant B	The pre-service?

Researcher	Yes, when you studied.
Participant B	Yes, it was well laid out of the importance of reading. Most focus on inclusive education, so we learned a lot on how to accommodate a learner with a spelling dyslexion or a reading dyslexion, so that came in quite handy.
Researcher	Were you taught how to identify and rectify reading difficulties?
Participant B	No, we did not have a change, especially for practical teaching. During our practical teaching and our lesson plans, there were never space for reading disabilities, so there were never a change to incorporate those skills during your practical teaching.
Researcher	How do you monitor if learners really understand what they read?
Participant B	They usually need to reflect on various questions about the passage. They also need to find the definition. Later on, they usually make sentences with the new words.
Researcher	What advice or comments do you have on how reading more meaning can be developed in an EAL intermediate phase classroom in South Africa?
Participant B	English should be an on-going routine in a learner's life, not only a subject at school. English should be taught during holidays and after school hours. It should be something that should do and use often, not only a subject.
Researcher	What other advice do you have for teaching English as a FAL in the intermediate phase?
Participant B	I think the most important aspect is to make the learners want to read. Most of the prescribed work are that interesting. The people who are distributing the material should think about that the learners will like, what would be interesting for the learners. This should be developed in the Foundation Phase.
Researcher	How has the Covid-19 pandemic affected reading instruction in your context?
Participant B	It did have an influence, when a reader reads in class, I am able to help. During the pandemic, their parents work, and they don't have time to help the learners. They also might help them wrong.
Researcher	Thank you for your time.

## ADDENDUM J

### Follow-up Questions with Participant A

Thank you for taking the time to complete the follow-up questions gathered from the previous interview. Before answering any questions, please take a look at the information and pages listed below. All answers can be completed in writing.

The focus of this research study is on *the reading strategies employed by teachers in the EFAL intermediate phase classrooms*. Thus, please take a look at the following pages in the EFAL CAPS for Grades 4-6:

- The reading process on pages 10-11.
- The language teaching approaches on page 13.

After you have read the pages above, please answer the questions below as in-depth as and as extensive as possible.

1. How do you view your learners' reading abilities? Please elaborate on their decoding skills, vocabulary knowledge, fluency, phonetics, phonology and comprehension.

<b>Decoding Skills</b>	<b>Vocabulary Knowledge</b>	<b>Fluency</b>	<b>Phonetics</b>	<b>Phonology</b>	<b>Comprehension</b>
Learners in Grade 4 struggles with this because they are not familiar with the words. Especially with words that consist of diphthongs.	Learners hardly know the meaning of words. Learners ask most of the time what something means, even basic vocabulary.	None of my English Additional Language learners can read English fluently. There are always learners who struggle to pronounce words.	Learners are handling this better after a lot of homophone's exercises. This makes them realise how words can sound the same when they are spelled differently.	During grades 4-6 I rarely focus on Phonology. However, I try to make them build basic words.	My learners do a lot of comprehension exercises. This advances their reading abilities, as well as their skills to read in-depth.

2. English consists of the four language skills: *listening, reading, speaking and writing*. Do you spend an equal amount of time on all 4? If not, on which skill do you spend the most time and why?

I spend the most time on reading because it is more important that the learners can read properly. I believe that the learners can learn new words; how to write; speak; and listen through just starting to read better. However, I do spend time on listening, speaking, and writing as well, I just regard reading as more important and therefore spend more time on that.

3. Do you teach reading strategies explicitly to your learners? For example, will you explain activating prior knowledge, and then model this to your learners? Please elaborate.

*Compare your reading strategies, to those of McEwan, and the “Seven Reading Strategies of Highly Effective Readers”.*

<b>Strategy</b>	<b>Do you use and teach this strategy?</b>	<b>How is this taught and used in your reading lessons?</b>
<b>Activating a learner’s background knowledge</b>	Yes.	I would ask them if they have ever been to that place or country if it is mentioned in the text, or for instance if the text is about jobs, I would ask what their parents’ jobs are or what they want to be one day. I would also ask if anyone knows about the theme of the text, say it is about butterflies, I will ask who loves butterflies.
<b>Making inferences</b>	Yes.	I usually ask what they think the text will be about, to what they think will happen to some of the characters.
<b>Monitoring and clarifying information</b>	Yes.	When learners ask for my guidance on words, I will help them, and learners also have access to a dictionary.
<b>Asking questions</b>	Yes.	I will ask questions verbally about the text throughout reading. Learners also ask questions about the text. I also make written questions which they must answer about what they have read.
<b>Searching and selecting information</b>	Yes.	When learners are answering questions, the question will force them to go back to the text and search for the answers.
<b>Summarising information</b>	Yes.	When it is a descriptive text, I sometimes ask the learners to summarise the most important facts from the text. Or to make a short summary about the reading passage.
<b>Visualising and organising information</b>	Yes.	I sometimes mix the events of a passage and ask them to order the events correctly as it happened in the text.

4. If you have to teach this text, entitled “Currents and Waves” and how would you go about teaching it to your learners? Please elaborate step by step by means of the reading process (CAPS page 10-11)

	<b>Pre-reading Phase</b>	<b>During Reading Phase</b>	<b>Post-Reading Phase</b>
<b>Process</b>	I would maybe show a video of currents and waves for the learners and refer to some previous events about waves and currents.	Learners will take turns reading, so everyone can practice their reading. I as teacher will also mention some notes and strong points when reading the text, like explaining vocabulary.	My learners will complete exercises about the passage. This includes questions about the text, some grammar questions from the text and a follow up activity where they can write a review or reflection about the text.

5. Which methods/approaches work best for you as an EFAL teacher to develop reading for meaning? (CAPS page 13)

<b>Text-based Approach</b>	<b>Communicative Approach</b>
I make use of grammar and language exercises from the textbooks. Learners will answer questions then from the textbook.	Learners will do speeches, dialogues, unprepared and prepared reading.

6. Did you receive any explicit training during your pre-service education on how to teach reading or reading strategies to learners in order to develop reading for meaning? Please elaborate. Use the table below as assistance.

<b>Types of Explicit Training</b>	<b>Training or Instruction Received</b>
Modules on how to teach reading or reading strategies.	We did cover aspects of reading during my studies for a teacher’s degree.
Experience gained on how to teach reading or reading strategies.	We learned about the types of reading dyslexics.
Evidence or transcripts if possible.	<b><i>Did not attach</i></b>

7. Did you attend any additional courses provided by the Department of Education based on reading?

No.

8. Are there currently learners in your class who struggle to read? If so, what are they struggling with? How do you assist them?

<b>Learners struggling – Identify the issue</b>	<b>How do you assist this learner?</b>
Most learners struggle to read properly because they do not know how to pronounce the words. Learners struggle to know the meaning of what they are reading.	We do weekly spelling tests where I read the word and they must spell it. This way they hear how to pronounce the words and how to spell it. They must underline the words they do not understand and then give the definition of the words from the dictionary.

# ADDENDUM K

## Follow-up Questions with Participant B

Thank you for taking the time to complete the follow-up questions gathered from the previous interview. Before answering any questions, please take a look at the information and pages listed below. All answers can be completed in writing.

The focus of this research study is on *the reading strategies employed by teachers in the EFAL intermediate phase classrooms*. Thus, please take a look at the following pages in the EFAL CAPS for Grades 4-6:

- The reading process on pages 10-11.
- The language teaching approaches on page 13.

After you have read the pages above, please answer the questions below as in-depth as and as extensive as possible.

1. How do you view your learners' reading abilities? Please elaborate on their decoding skills, vocabulary knowledge, fluency, phonetics, phonology and comprehension.

Decoding Skills	Vocabulary Knowledge	Fluency	Phonetics	Phonology	Comprehension
I find this rarely. However, when I do come along such a learner, I would advise the parent to perhaps take the learner to an optician as this can be linked to reading dyslexia.	This is more common. Most of my learners have difficulties with understanding the meaning of the words which they read. This can cause issues because a learner will not be able to answer follow up questions; understand what is being read; and will not be able to achieve any new knowledge through reading. Vocabulary exercises are an essential part of reading.	Common. Learners that do not exercise their reading enough or who does not read in their free time tend to struggle more with reading.	Common, especially learners who have an extraordinarily strong South African accent. Phonetics must be taught from an early age. Thus, learners tend to use the Afrikaans phonetics to pronounce English words. Therefore, I encourage learners to learn and understand English phonetics.	I find this rare. I try to do a lot of exercises on building words in early years and motivate learners to make new words though compound words, prefixes, and suffixes. Following, exercises where learners must change nouns into verbs, adverbs or adjectives is also an effective exercise. This made learners realise and learn phonology.	Uncommon because of the text that I use. I try to use comprehension passages that will be interesting for the learners; that is on their level; and in common with their interests. However, if not for this, learners would find comprehension boring and unable to concentrate.

2. English consists of the four language skills: *listening, reading, speaking and writing*. Do you spend an equal amount of time on all four? If not, on which skill do you spend the most time and why?

All four language skills are important to achieve overall success, however these four skills can rather be compared to a process that builds on one another. Therefore, it is impossible to spend equal amount of time on each. Some skills would require more time and not all learners learn at the same pace within the same skills. Some learners would personally need more time on speaking than writing for example. It is the teachers own responsibility to determine the needs of each learner.

Personally, I spend most of the time on reading. I would start with listening, especially in grades 4 and 5. This gives an excellent example of how one should read and how to pronounce certain difficult words. After learners have spent an appropriate time on only listening, they will start to read for themselves. I will give everyone a few chances to read out loud in class and then also a few pages as homework. It is for me especially important that each learner reads daily, even if it is just a few pages. I will also inform the parents about this, ensuring that they guide their children when reading in the afternoons.

After learners have finished reading a book, they will all have time in class to discuss what the book was about, what is their personal view on the characters, how it made them feel, etc. This involves speaking in English and forms more of an informal discussion. However, it is a common rule in my class that learners are only allowed to speak English, they may ask in Afrikaans what the English word is and thereafter return to speaking English. As English is a subject that they have five days a week, it allows them to speak English most of the time. However, I motivate the learners to speak English with their parents at home or to just tell a story in English to their parents. I also motivate their parents to speak English to their children when possible or when they have free time. Speaking English is a skill set but it is more of a natural occurrence that must happen every day in class. It is not something that can be planned for or is in requirement for formal assessment. The meaning of speaking English is to prepare learners for their future. To ask each learner a few questions during class and have them reply in English is already a skill that they are exercising.

Writing can only be attended lastly, when they have successfully read a few times, know basic definition of words and are able to implement these words. If a learner is a good reader, he or she will automatically be a better writer. The real aim of the teacher is to teach the rules, formats, and layouts of writing, but if a learner wishes to write better, he or she must read more. Thus, I spend more time on reading. If a learner is excellent at reading, they will be better at listening, speaking, and writing.

2. Do you teach reading strategies explicitly to your learners? For example, will you explain activating prior knowledge, and then model this to your learners? Please elaborate.

*Compare your reading strategies, to those of McEwan, and the “Seven Reading Strategies of Highly Effective Readers”.*

Strategy	Do you use and teach this strategy?	How is this taught and used in your reading lessons?
<b>Activating a learner’s background knowledge</b>	Yes.	Before reading a new book, extract, poem, drama or passage I usually look at the title and ask learners what they think the book will be about. If there is any historical reference, I will do a quick dive into that with information handouts that sometimes have questions. Sometimes I show a video of the events that are mentioned in the book, poem, or passage. During a poem or book, we will shortly discuss the writer with his or her previous works. It is important to know the personal life of a poet or book, as it is sometimes related to their works.
<b>Making inferences</b>	Yes.	After reading a few pages or paragraphs they might have to answer a few questions. These questions will include questions about what is going to happen in the passage or book but can be determined from the pages already read. I will also stop in the middle of the passage or poem and ask what they think this means or what can they expect to happen by reading a specific line.
<b>Monitoring and clarifying information</b>	Yes.	Luckily, I have incredibly involved learners that ask many questions and are not afraid to mention when they do not understand a word or is unclear about what is going on. I also

		<p>motivate my learners to ask questions and say when they do not understand something. This way I can clarify things for them. I also do not just give blunt answers. Usually when a learner say that they do not know the meaning of a phrase, word, context etc., I will ask the rest of the class if any of them know what it is and then together as a class, we “figure” the answers out. Even though I can give just them the answer they find it to be more pleasant when participating to help their fellow classmates. Hence, I will just monitor to make sure they are helping one another on the right path.</p>
<b>Asking questions</b>	Yes.	<p>Questions can be taken before, during and after reading. They can also be written or be verbally. I make use of questions, as this will help be determine whether they truly have obtained knowledge from what they have read. Question can also be part of an assessment that can cover another set of reading skill on its own. Asking questions also engages learners with the text.</p>
<b>Searching and selecting information</b>	Yes.	<p>I use searching and selecting information to answer questions, define new terms, collect information, and solve problems depending on the passage. Various exercises can be implemented with this section. This is also part of grammar exercises where my learners must find an adjective, conjunction, preposition etc. from the text. They might also be asked to determine the tense in which the passage is and other various exercises.</p>
<b>Summarising information</b>	Yes.	<p>I use summarising whenever possible. This is an excellent exercise to test a learner’s abilities to adapt, remember and apply information. Usually, learners will summarise a passage in their own words, search for the most important ideas, or write certain phrases in their own words when making their summary. Alternatively, learners can read a paragraph once and rewrite it in their own words.</p>
<b>Visualising and organising information</b>	Yes.	<p>For an alternative exercise, I usually mix the paragraphs of the story and ask them to number them correctly, thus they are organising the story, and this also test how well they can remember the story. This is part of a post-reading exercise. This will allow learners to construct a visual image of the text. It can be completed in a box or in a process diagram.</p>

3. If you have to teach this text, entitled “Currents and Waves” and how would you go about teaching it to your learners? Please elaborate step by step by means of the reading process (CAPS page 10-11)

	<b>Pre-reading Phase</b>	<b>During Reading Phase</b>	<b>Post-Reading Phase</b>
<b>Process</b>	<p>Before reading the text, I would try to activate prior knowledge by asking questions about similar text and questions about the theme of the text. Thus, about currents and waves. Thereafter, I would ask learners for predictions about what they think the text will be about. Next, there will be an in-depth look at the passage; the authors name, a short history about the author or where the source is from etc. Following, learners must identify difficult words in the text which they do not understand. Then the meaning of these words will be discussed.</p>	<p>Learners will also be able to ask or mention when they do not understand something in the passage. We will also reread certain difficult sections which remains unclear for the learners.</p>	<p>Learners will reflect on what they have read through the following methods: Learners will recall information that they have read through answering questions about the passage; make a summary of the text by identifying the most important parts of the text; write a reflection on what can be learned through the text; implement new knowledge by developing new questions about the text.</p>

4. Which methods/approaches work best for you as an EFAL teacher to develop reading for meaning? (CAPS page 13)

<b>Text-based Approach</b>	<b>Communicative Approach</b>
<p>The methods that I use for advancing reading during the text-based approach involves analysing text by listening and reading. Activities of such include comprehension, grammar, and listening tests.</p>	<p>I make more use of communicative approaches in my classroom. Methods of these includes plays, informal discussions, dialogues, debates, speeches, presentations, creative writing, dramas, and film study. Personally, the communicative approach is more important when teaching English as an additional language. Thereby, the language is learned through experience and as the goal of teaching is for the learner to master the subject, he or she will become in addition fluent in English.</p>

5. Did you receive any explicit training during your pre-service education on how to teach reading or reading strategies to learners in order to develop reading for meaning? Please elaborate. Use the table below as assistance.

<b>Types of Explicit Training</b>	<b>Training or Instruction Received</b>
Modules on how to teach reading or reading strategies.	We had some modules.
Experience gained on how to teach reading or reading strategies.	Understanding the Basic Reading Skills of Adults.
Evidence or transcripts if possible.	<i>Did not attach</i>

6. Did you attend any additional courses provided by the Department of Education based on reading?

No.

7. Are there currently learners in your class who struggle to read? If so, what are they struggling with? How do you assist them?

<b>Learners struggling – Identify the issue</b>	<b>How do you assist this learner?</b>
<p>Fluency. Learners tend to pause or halt when reading. This is because they sometimes lose the place where they were at; if they cannot pronounce the word; loose concentration; or if the information they are reading do not make sense. Thus, various problems like halting, lack of concentration, pronunciation and vocabulary can be identified.</p>	<p>For learners who have the tendency to lose their place when reading, I advise them to use a ruler to keep track of their reading.</p> <p>Different font types can also make a huge difference. Learners who loose concentration tend to read better when the fonts are bigger and more spacious.</p> <p>The class will receive a glossary of difficult terms that are mentioned in the text, this way learners who have difficulty in understanding what they are reading will have a better understanding. Vocabulary can also be part of a pre-reading exercise where I will ask the learners to look up the definition of some difficult words that they will encounter when reading.</p> <p>When learners are not pronouncing the words correctly, I will help them by explaining to them the correct pronunciation. Thus, when they must read that word again later, they will be able to pronounce it correctly.</p>